

The IAC 50 YEARS ON

**IAC INTERNATIONAL
CONFERENCE 2016**

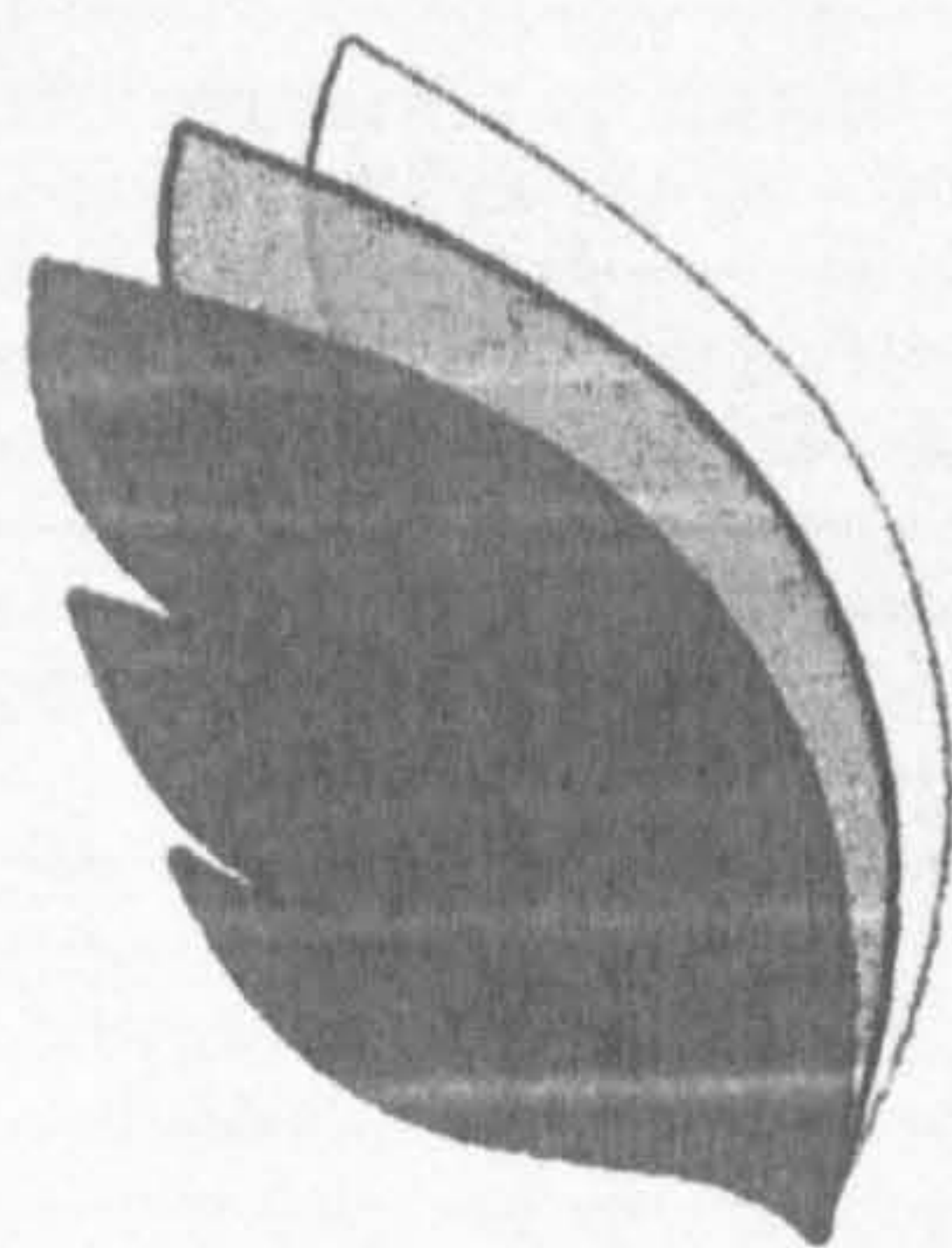
7th - 10th July 2016

Dolmen Resort Hotel
Qawra Malta



Maria Nallie

*8/7/2016
Qawra,
Malta*



*from Fate to
Hope & Clarity*

The IAC 50 YEARS ON

IAC INTERNATIONAL CONFERENCE 2016

7th - 10th July 2016
Dolmen Resort Hotel
Qawra Malta

©2016 Malta Association for the Counselling Profession, Malta

A publication produced by the Malta Association for the Counselling Profession in collaboration with the International Association for Counselling and the Department of Counselling within the Faculty for Social Wellbeing at the University of Malta.

Acknowledgements:

Ms Nicolette Camilleri (Chair, Conference Social Programme Committee)

Dr Marlene Cauchi

Dr Melanie DeMarco

Ms Niamh Donoghue (Conference Executive)

Dr Ruth Falzon (Chair, Conference Scientific Committee)

Ms Carmen Galea

Ms Silvia Galea (MACP President)

Dr Dione Mifsud (IAC President)

Ms Maud Muscat

Mr Ryan Portelli

Prof. Jeannie Wright

Abstract Book Compiled by Niamh Donoghue & Ruth Falzon

Proofreading support: Carmen Galea, Maud Muscat, Ryan Portelli & Jeannie Wright

Logo Design: Ryan Portelli

Design & Print: Salesian Press

www.salesianpress.com

ISBN: 978-99957-0-985-3

ORGANISING COMMITTEE

Chair

Ms Silvia Galea
MACP President

Members

Ms Nicolette Camilleri
Chair, Social Programme Committee

Dr Marlene Cauchi

Ms Niamh Donoghue
Conference Executive

Dr Melanie DeMarco

Dr Ruth Falzon
Conference Organiser

Ms Carmen Galea

Ms Maud Muscat

Mr Ryan Portelli
Chair, Media and Public Relations Committee

Prof. Jeannie Wright

SCIENTIFIC COMMITTEE

Chair

Dr Ruth Falzon

Members

Dott. Roberta Attard

Prof. Tim Bond

Dr Bill Borgen

Ms Amanda Hawkins

Dr Ron Lehr

Prof. Courtland Lee

Dr Dione Mifsud

Dr David Paterson

Dr Angela Gordon Stair

Prof. Jeannie Wright

SOCIAL PROGRAMME COMMITTEE

Chair

Ms Nicolette Camilleri

Members

Ms Niamh Donoghue

Dr Ruth Falzon

Ms Carmen Galea

Mr Ryan Portelli

Ms Maud Muscat

Dr Marlene Cauchi

MEDIA AND PUBLIC RELATIONS COMMITTEE

Chair

Mr Ryan Portelli

Members

Ms Niamh Donoghue

Ms Silvia Galea

Ms Maud Muscat

TABLE OF CONTENTS

50 Years of IAC - Presidents 1966 - 2016	vii
Welcome Messages	ix
Programme	1
Key Note Speeches	9
Roundtables	13
Pre-Conference Workshops	23
Working Groups	29
Working Group 1 - Counsellor Education	30
Working Group 2 - Practice and Supervision	35
Working Group 3 - Resilience	41
Working Group 4 - Transcultural	46
Working Group 5 - Youth	52
Poster Presentations	57
Entertainment	63
Contributors	67
Sponsors	69

50 YEARS OF IAC

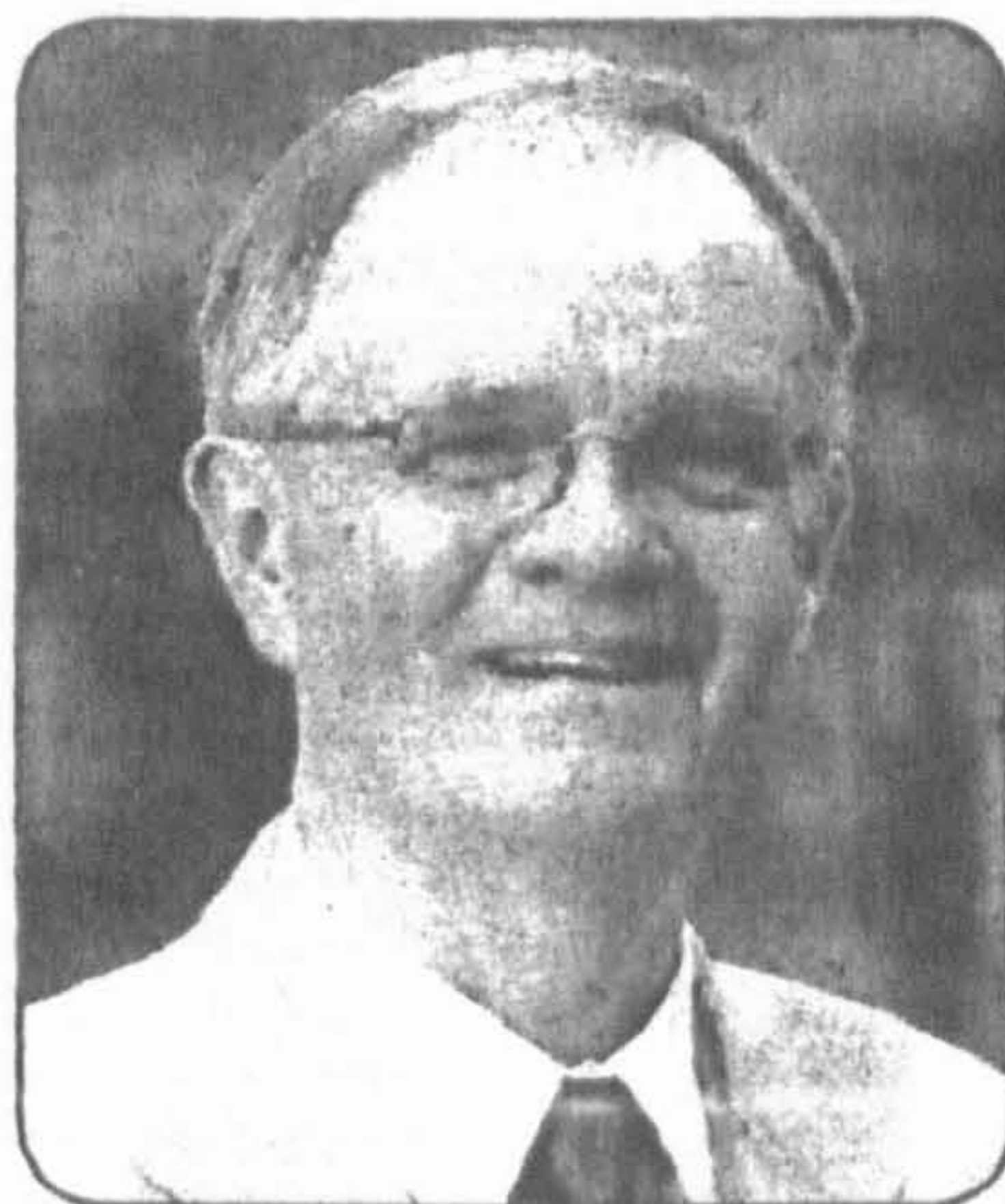
PRESIDENTS 1966 - 2016



1966-1998 - Hans Hoxter

Dr Hans Hoxter was the founder and first President of the IAC (1966-1998). He was Head of Counselling Studies at the North-East London Polytechnic, now the University of East London. He is considered to be the founding father of the modern counselling movement and a major influence behind the internationalisation of counselling. He was responsible for introducing the benefits of counselling to Europe, by expanding the role of professional counsellors in the 1950s to provide educational and vocational information to students for career planning. Hoxter lobbied extensively for counselling centres for students and training programmes for professional counsellors.

During the 1930's, he worked for the League of Nations, and for Quaker groups helping fellow refugees in France. During the WWII he travelled around Europe to persuade influential families to help refugees and was involved with working with displaced persons through the British Central Office for Refugees. Throughout his lifetime Hoxter dedicated himself to promoting child welfare, professionalising childcare and developing early childcare programmes. Hoxter believed that IRTAC could be a vehicle to develop worldwide collaboration to create assistance for people in need. In 1995, he was awarded the UNESCO Victor Hugo gold medallion for "service to children and adults through counselling".



1998-2006 - William (Bill) Borgen

William Borgen, PhD was the IAC president from 1998-2006. He is a professor of Counselling Psychology and Head of the Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia. Dr Borgen has conducted research and has developed programmes in the area of life transitions and career development for several years. He is a registered psychologist in BC and Alberta. His work has been translated and adapted for use in Bhutan, Denmark, Finland, Hungary, and Sweden. In 2005 Dr Borgen was awarded an honorary doctorate from the University of Umea in Sweden for his leadership in the development of counsellor education in Sweden and in 2011 he received the Stu Conger Award for leadership in career development in Canada.

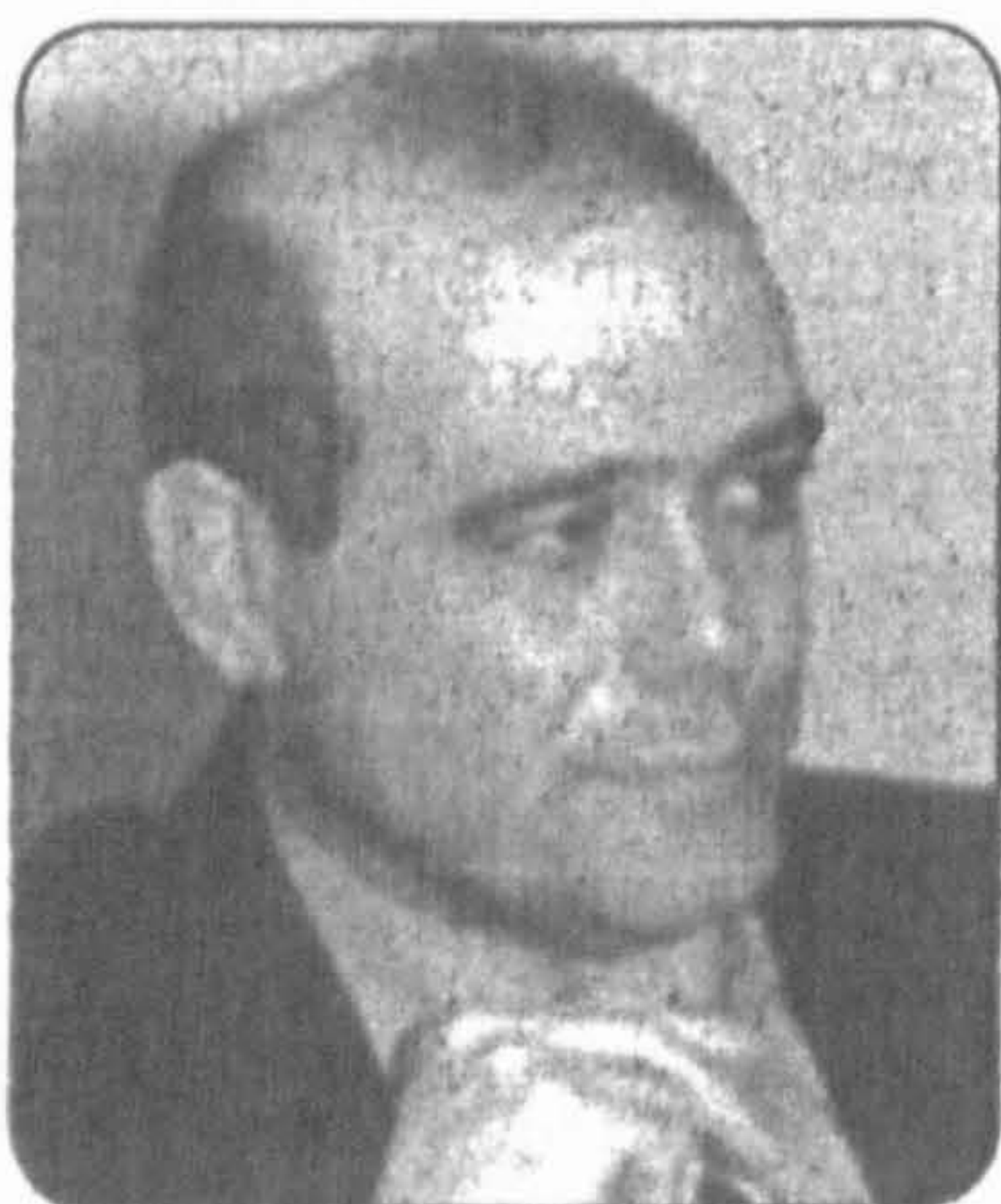
Currently he is a member of the Board of Directors of the International Association for Educational and Vocational Guidance, and is a member of the Executive Council of the International Association for Counselling. In 2014 he was made a Fellow of IAC. Dr Borgen is a member of the Canadian Working Group on Evidence-Based Practice in Career Development, a group of researchers from six Canadian universities and the Canadian Career Development Foundation. Dr Borgen was elected to a four-year term as a member of the Board of Directors of the International Association for Educational and Vocational Guidance in 2011.



2006-2012 - Courtland Lee

Courtland Lee is a Professor in the Department of Counselling at the Washington DC campus of The Chicago School of Professional Psychology. He is the author, editor or co-editor of six books on multicultural counselling and two books on counselling and social justice. He is also the author of three books on counselling African American males. In addition, he has published numerous book chapters and articles on counselling across cultures. Dr Lee was the President of the International Association for Counselling from 2006-2012. He is also a Fellow of the British Association for Counselling and Psychotherapy, the only American to receive this honour.

Dr Lee is also a Fellow and Past President of the American Counselling Association. He is also a past President of the Association for Multicultural Counselling and Development. In addition, Dr Lee is a past President of Chi Sigma Iota, the international counselling honour society. He is a charter member of Chi Sigma Iota's Academy of Leaders for Excellence.



2012-Present - Dione Mifsud

Dr Dione Mifsud has been the President of the International Association for Counselling (IAC) and Head of the Department of Counselling at the University of Malta since 2012. He is also a former Head of the Department of Psychology at the same university, a former Head of the University of Malta Counselling Unit and a former President of the Malta Association for the Counselling Profession (MACP). He designed and presently coordinates the first Master in Counselling programme offered by the University of Malta.

He also co-designed and co-coordinates an International Master's Programme in Transcultural Counselling previously with the University of Maryland at College Park and currently as a collaborative degree with the University of New Orleans USA. His research interests include topics around counselling ethics, counselling supervision and transcultural counselling.

WELCOME MESSAGES



A message from the IAC President

IAC is looking forward to celebrating its 50th birthday in Malta with a world conference in 2016. This will be the third time that IAC will be hosted on our island nation in which there is evidence that a form of counselling already existed in prehistoric times. To its credit, Malta is one of the few countries in the world where counselling is legally recognised as a profession. Our colleagues at MACP have prepared a programme that will celebrate IAC's birthday through inspiring keynotes, panel presentations, roundtables and working groups.

Accompanying the conference there is a full social programme that will permit delegates to sample Maltese history, culture, arts, food, sea and sunshine. Judging by the detailed preparations I know that this conference will be one to remember and I would like to call upon all members of the counselling profession: practitioners, supervisors, students, researchers, educators and other kindred professionals to join us in this opportunity to meet, discuss, communicate, collaborate and celebrate IAC's 50 years of existence.

Dr Dione Mifsud



A message from the MACP President

MACP hosted its first IAC conference in 2008, a conference that had been well-organised and well-attended. MACP is excited to repeat and exceed this experience which will again take place at the Dolmen Resort Hotel Qawra. MACP has also worked on a social programme to ensure that participants savour the culture of our island home.

The theme: 'From Fate to Hope and Clarity: IAC 50 years on' is envisaged to provide counsellors and researchers with opportunities to discuss and reflect on their counselling practices. Just like "Faith",

"Hope" and "Charity", three small aeroplanes historically crucial in defending Malta in the Second World War, counsellors are often a beacon of hope seeing their clients move from disempowering narratives of fate to stories of empowerment and clarity. On behalf of the MACP, I am honoured to invite you to the 2016 IAC Conference.

Ms Silvia Galea

PROGRAMME

DAY 1 Pre-Conference Programme

Thursday 7th July, 2016

09:00 - 16:00	Dolmen Room	Presidents' and Chairs' Roundtable
08:15 - 09:00	Delos Room	Registration for Morning Pre-conference Workshops
09:00 - 12:30		Morning Workshops
	Ammon Room	Workshop 1 Ethno-cultural Dimension in Counselling Indigenous and Minority Populations in Canada Leader: Mr Patrick Bensen
	Delphi Room	Workshop 2 How Can you Dance When you Don't Know the Steps? Leader: Dr Sarah-Kate Hawkins
	Dodona Room	Workshop 3 Drawing (to Build) Hope and Clarity Leader: Mr Marco Andreoli Co-Presenters: Ms Paola Bonavolontà
	Oracle Room	Workshop 4 Effective Group Therapy for Veterans with PTSD: Examining Therapeutic Engagement and Impact Leader: Dr William Borgen Co-Presenters: Dr Marla Buchanan
	Pythia Room	Workshop 5 Active Witnessing Training: A Community-Building Strategy for Reducing Prejudice and Discrimination Leader: Dr Ishu Ishiyama Co-Presenters: Dr Masahiro Minami & Ms Ayumi Sasaki
	Sibylle Room	Workshop 6 Counselling for Client Resilience and Wellbeing: An Adlerian Psychology-based Approach Leader: Dr William Nicoll Co-Presenter: Dr Monica Nicoll
13:30 - 14:00	Delos Room	Registration for Afternoon Pre-conference Workshops
14:00 - 16.30		Afternoon Workshops
	Ammon Room	Workshop 7 Existential Coaching - A Practical Way of Working with the Anxiety of Life's Uncertainties. Leader: Ms Claire Francica
	Delphi Room	Workshop 8 Religious and Spiritual Coping: Strategies and Tools for Counsellors Leader: Dr Elisabeth Leembruggen
	Pythia Room	Workshop 9 Worth a 1000 Words: Drawing out Metaphors into Narratives of Hope Leader: Mr Richard Cook

Dodona Room Workshop 10
 Citizen Mental Health: Facilitating Counselling as the Mental
 Health Intervention of Choice
 Leader: **Dr Lynne Gabriel**
 Co-Presenters: **Prof. Jeannie Wright & Dr Gillian Proctor**

17:00 - 18:00 Delos Room Conference Registration

Official Opening Ceremony IAC Conference 2016

Oracle Room

Everyone is to be seated by 18.15 sharp for the arrival of HE the President of Malta

18:30 Arrivals
 Honourable Evarist Bartolo, Minister for Education and Employment
 Professor Alfred Vella, Rector, University of Malta

18:35 Arrival of Her Excellency The President of Malta, Marie Louise Coleiro Preca

18:40 - 18:50 Official Opening of the Conference
 Her Excellency The President of Malta, Marie Louise Coleiro Preca

18:50 - 19:00 Welcome Speech
 Hon. Evarist Bartolo, Minister for Education and Employment

19:00 - 19:10 Welcome Speech
 Prof. Alfred Vella, Rector University of Malta

19:10 - 19:20 Welcome Speech
 Dr Dione Mifsud, IAC President, Head Department of Counselling

19:20 - 19:25 Welcome Speech
 Ms Silvia Galea, MACP President

19:25 - 19:30 Presentation of gift and Departure of HE the President of Malta
Musical Interlude
 Dance Performance 'For a Better Day'
 Reality Dance Group, Siggiewi Primary School, St Ignatius College
 Gismi (My Body)
 Mr Mark Pellicano & Eccia
 Don't Cry for Me Argentina (Evita)
 Love Changes Everything (Aspects of Love)
 Soprano: Ms Dorianne Portelli; Pianist: Edward Mifsud

19:55 - 20:30 **Keynote Address:** Ten Years in Prison
 Br Carmel Duca MoC

20:30 - 20:40 Dance Performance 'Waiting for love'
 Reality Dance Group, Siggiewi Primary School, St Ignatius College

20:40 - 20:45 **Housekeeping News**

20:45 - 10:30 Welcome Reception at the Sunset Terrace
 Musical Entertainment by: **Christian Arding Duo and Olivia Lewis**

DAY 2 Conference Programme

Friday 8th July, 2016

08:30 - 09:00	Delos Room	Registration
09:00 - 09:10	Oracle Room	Conference Orientation
		Morning Session Chair: Dr John Prysor-Jones
09:10 - 10:10		Keynote Address: And the Oscar goes to... Dr Ruth Falzon
10:10 - 10:45	Oracle Foyer	Coffee Break & Poster Presentations
10:45 - 11:00	Oracle Room	Updates from IAC President Dr Dione Mifsud
11:00 - 12:30	Oracle Room	Counselling Practitioners' Roundtable Experiencing Hope: The Benefits of Embracing Hope in Personal and Professional Contexts. Chair: Dr John Prysor-Jones
12:30 - 13:45	Menhir Restaurant	Lunch Break
13:45 - 15:15	Ammon Room	Working Group Sessions Working Group 1 - Counsellor Education Convener: Ms Dorianne Coleiro Rapporteur: Ms Anita Leeanna Portelli
13:50 - 14:15		❖ The Changing Faces of Counselling 'Down under' In Aotearoa New Zealand Mr Richard Cook
14:15 - 14:40		❖ Pedagogical Consideration for Counsellor Educators Preparing Counselling Graduates for Increasingly Complex Diverse and Challenging Practice Contexts Ms May Janet
14:40 - 15:05		❖ Stepping Out of the Mould? A Qualitative Inquiry into the Development of a Counsellor Identity of Master in Counselling Students Ms Silvia Galea
	Delphi Room	Working Group 2 - Practice and Supervision Convener: Dr John Prysor-Jones Rapporteur: Ms Sue Webb
13:50 - 14:15		❖ Ethical Belief Differences between Men and Women in Counselling Prof. John Sommers-Flannigan & Dr Ümüt Arslan
14:15 - 14:40		❖ Development of Competencies for Canadian Clinical Supervisors in the Counselling and Psychotherapy Profession Dr Blythe Shepard
14:40 - 15:05		❖ The Path Toward the Own Uniqueness: Voice Dialogue Counselling Dr Elena DDV Dragotto
	Pythia Room	Working Group 3 - Resilience Convener: Ms Sharon Martinelli Rapporteur: Mr Karl Colerio
13:50 - 14:15		❖ Nurturing Attachment and Letting Go: Counselling Foster Parents Living this Paradox Ms Nicolette Camilleri
14:15 - 14:40		❖ Body Image and Breast Cancer in Young Women Ms Anna Catania

14:40 - 15:05		❖ Active Witnessing Strategy for Reducing Prejudice and Discrimination: Implications for Counsellors and Educators Dr Ishu Ishiyama
13:45 - 15:15	Dodona Room	Working Group Sessions Continued..... Working Group 4 - Transcultural Convener: Ms Jessica Bertolani Rapporteur: Ms Joanne Vella
13:50 - 14:15		❖ The Relationship between Racial Identity and Privilege Awareness among Maltese University Students Ms Elina Zalkalne
14:15 - 14:40		❖ Cultural Infusions and Shifting Sands: How Indigenous and Immigrant Youth Make Career Decisions Dr William Borgen, Dr Marla Buchanan & Dr Ishu Ishiyama
14:40 - 15:05	Sibylle Room	❖ Leadership in the Counselling Profession: Preparing Transcultural Competent Leaders Prof. Matthew L. Lyons, Prof. Barbara Herlihy, Ms Anita Pool & Ms Katie Fetzer Working Group 5 - Youth Convener: Ms Esnaty Obetile Rapporteur: Ms Miguella Cassar
13:50 - 14:15		❖ Young People Manoeuvring in the Religious Feast in Malta Dr Andrew Azzopardi
14:15 - 14:40		❖ The Use of Counselling Skills for Self-Advocacy - Listening to the Dyslexic Teens Dialogue Group Dyslexic Teens Dialogue Group
14:40 - 15:05		❖ Evaluating the YiXue Educational Programme (YEP) Listening to Voices of Different Stakeholders: A Case-Study Approach Prof. Liberato Camilleri, Ms Niamh Donoghue, Dr Ruth Falzon, Dr Dione Mifsud
15:15 - 15:45	Oracle Foyer	Coffee Break Poster Presentations
15:45 - 17:15	Oracle Room	Parallel Sessions Indigenous Roundtable: Sharing an Emerging Vision for Aboriginal Ways of Knowing in Counselling Chair: Dr Blythe Shepard
	Delphi Room	Students' and Young Counsellors' Roundtable: Exploring Counsellor Training Opportunities Internationally Chairs: Dr Bart Begalka & Ms Valentina Chichinlova

DAY 3 Conference Programme

Saturday 9th July, 2016

08:30 - 09:00 Delos Room Registration

09:00 - 09:10 Oracle Room Conference Orientation

Morning Session Chair: **Dr Angela Gordon Stair**

✓ **09:10 - 10:10**

Keynote Address Holes in our Soles

Dott. Roberta Attard & Mr Daniel Mercieca

10:10 - 10:40

Oracle Foyer Coffee Break & Poster Presentations

10:40 - 12:30

Working Group Sessions

Ammon Room **Working Group 1 - Counsellor Education**

Convener: Ms Dorianne Coleiro

Rapporteur: Ms Anita Leeanna Portelli

10:45 - 11:10

❖ Tips for International Counselling Students and Counsellor Educators to Work with International Students **Dr Ümüt Arslan**

11:10 - 11:35

❖ My Ideal School: A Personal Construct Psychology Approach to Understanding the School Constructs of Children Described as Anxious **Dr Keith Pirotta**

11:35 - 12:00

❖ Research Training for Counsellors and Psychotherapists - an International Exploration **Prof. Jeannie Wright & Dr Sofie Bager-Charleson**

12:00 - 12:25

❖ The Paper Mirror: Learning Self from Inside Out through Reflective Journaling among Counselling Students in Malaysia **Ms Amalia Madhle**

Delphi Room

Working Group 2 - Practice and Supervision

Convener: Dr John Prysor-Jones

Rapporteur: Ms Sue Webb

10:45 - 11:10

❖ Lifelong Learning of Pastoral Agents between Workshop-Model and Gestalt-Counselling **Dr Emanuele Carbonara**

11:10 - 11:35

❖ The Development of a Consensus Licensure Title and Scope of Practice in the US **Dr David Kaplan**

11:35 - 12:00

❖ Examining and Processing Emotions: Enhancing Counsellor Development within the Supervision Setting **Dr Suzanne Mudge**

12:00 - 12:25

❖ Supervision: A Tool for Promoting Psychological Flexibility in Counsellors-in-Training **Dr Nona Wilson, Ms Laura Vaughn & Dr Nathan (Nate) Perron**

Pythia Room

Working Group 3 - Resilience

Convener: Ms Sharon Martinelli

Rapporteur: Mr Karl Colerio

10:45 - 11:10

❖ Youngest Survivors: Identifying Concepts for Combating Child and Adolescent Trauma Experienced By Refugees during International Crisis Events **Dr Nathan (Nate) Perron**

11:10 - 11:35

❖ Marked Difference **Mr Matthew Scurfield**

11:35 - 12:00

❖ Behind Closed Doors: The Creation and experience of the female Prostitute **Ms Marie Claire Cauchi**

12:00 - 12:25

❖ Resilience within the Personal and Social Development Practice: Its presence and its Contribution to the Holistic Wellbeing of Young People **Dr Amanda Bezzina**

	Dodona Room	Working Group 4 - Transcultural Convener: Ms Jessica Bertolani Rapporteur: Ms Joanne Vella
10:45 - 11:10		❖ Multicultural Exposure and its Challenge for Counsellors: Understanding and Helping Families and Individuals Hailing from War Torn Countries Ms Maria-Gabriele Doublesin
11:10 - 11:35		❖ A Qualitative Study of Spirituality in the Context of Multi-Cultural Counselling Forces Prof. Matthew L. Lyons & Ms Angela James
11:35 - 12:00		❖ Cultivating Two-Eyed Seeing: Creating Hope and Clarity through Conversations between Indigenous Elders and a Euro-Canadian Researcher Ms Jenny Rowett, Mr Chris Brooks, Dr Albert Marshall & Dr Murdena Marshall
12:00 - 12:25		❖ Moving To the West: Exploring the Lived Experience of Gender Socialisation among Female Refugees Residing In Malta Ms Nicolette Schembri
	Sibylle Room	Working Group 5 - Youth Convener: Ms Esnaty Obetile Rapporteur: Ms Miguela Cassar
10:45 - 11:10		❖ Overcoming School Failure – Setting up a New Post-Secondary Learning Centre – GEM16+ Ms Sylvana Zammit Pulo
11:10 - 11:35		❖ Preparing Young Footballers for Migratory Transitions - An Action Research Study Dr Adele Muscat
11:35 - 12:00		❖ Socio-Demographic Variables Predicting Knowledge, Attitudes and Practice of HIV Voluntary Counselling among Secondary School Adolescents in Edo State Nigeria Dr Osumah Obaze, Prof. Oyaziwo Alude & Prof. Austine Ojugo
12:00 - 12:25		❖ Empowering Children through Technology Ms Trine Natasja Sindahl
12:30 - 13:45	Menhir Restaurant	Lunch Break
13:45 - 15:15	Oracle Room	Parallel Sessions Ethics Roundtable: Multiple Relationships in Counselling - Perspectives from our Different Cultures Chair: Dr Ron Lehr Facilitator: Mr David Paterson
	Delphi Room	Research Roundtable: International Research: A Focus on its Present and Projecting its Future Chair: Dr Courtland Lee
15:15 - 15:45	Oracle Foyer	Coffee Break and Poster Presentations Afternoon Session Chair: Prof. Courtland Lee
15:45 - 16:45	Oracle Room	Keynote Address: How One's Own Creativity Becomes an Aid in Overcoming Obstacles Artist John Martin Borg
16:45 - 17:30		Skype Keynote Address: The Group Counsellor as a Person and as a Professional Dr Gerald Corey International Association for Counselling (IAC)
17:30 - 18:15		Annual General Meeting

Day 4 Conference Programme

Sunday 10th July, 2016

08:30 - 08:45	Delos Room	Registration Morning Session Chair: Mr Guillermo Hernan Garcia Arlas
08:45 - 09:45	Oracle Room	Keynote Address: IAC 50 Years On: Lessons Learned about the Advancement of Counselling Dr Courtland Lee & Dr William Borgen
09:45 - 11:15		Parallel Sessions
	Delphi Room	Projects' Roundtable - Working Together and Sharing Resources to Enhance Counselling Chair: Dr William Borgen
	Oracle Room	Peace and Social Justice Roundtable - Exploring Concepts of Peace and Social Justice with Counselling through Multi-national Dialogue Chair: Dr Vivian Lee
11:15 - 11:45	Oracle Foyer	Coffee Break and Poster Presentations
11:45 - 13:00	Ammon Room	Working Group 1 - Counsellor Education Convener: Ms Dorianne Coleiro Rapporteur: Ms Anita Leeanna Portelli
11:45 - 12:10		❖ Intercultural Competencies and the Process of Change (Le Competenze Interculturali e il Processo di Cambiamento) Ms Manila Franzini
12:10 - 12:45		❖ Diagnosis and Non-Pharmacological Treatment for Female Orgasmic Disorder Mr Matthew Bartolo
	Delphi Room	Working Group 2 - Practice and Supervision Convener: Dr John Prysor-Jones Rapporteur: Ms Sue Webb
11:45 - 12:10		❖ Through a Glass Darkly: Investigating Non-Religious Therapists' Meanings of Religion Dr Marlene Cauchi
12:10 - 12:45		❖ Assessing and Promoting Psychological Wellbeing among Healthcare Employers in Malta Dr Melanie DeMarco
	Pythia Room	Working Group 3 - Resilience Convener: Ms Sharon Martinelli Rapporteur: Mr Karl Colerio
11:45 - 12:10		❖ Milestones in the Trajectory of Female Problematic Drug Users Ms Fleur Bianco
12:10 - 12:45		❖ Counselling and Disability: An Understanding of Maltese Counsellors' Social Construction of Disability Ms Amy Camilleri Zahra

	Dodona Room	Working Group 4 - Transcultural Convener: Ms Jessica Bertolani Rapporteur: Ms Joanne Vella
11:45 - 12:10		❖ The Global Classroom: Integrating Concepts of International Counselling With Counselling Theory Constructs for a Meaningful On-Line Counsellor Education Experience Dr Nathan (Nate) Perron & Dr Nona Wilson
12:10 - 12:45		❖ Global Partnerships Committee: An Innovative Effort of the Canadian Counselling and Psychotherapy Association to Connect Globally Ms Jenny Rowett
	Sibylle Room	Working Group 5 - Youth Convener: Ms Esnaty Obetile Rapporteur: Ms Miguella Cassar
11:45 - 12:10		❖ Problematic Internet Usage and Psychological Wellbeing of Adolescents Prof. F Ebru Ikiz, Prof. Zohre Kaya, Ms Esra Asici & Dr Ümüt Arslan
12:10 - 12:45		❖ School Counselling from a Global Perspective: Building a Cross-National Theory Dr Cirecle West-Olatunji, Dr Jeff Wolfgang, Dr HeeDae Kim & Ms Kaifang Zheng
13:00: 14:00	Menhir Restaurant	Lunch Break
		Afternoon Session Chair: Prof. Tim Bond
14:00 - 14:30	Oracle Room	Presentation Reports from Working Groups
14:30 - 14:40		Presentation of 2017 Conference Mr Guillermo Hernan Garcia Arias
14:40 - 14:55		Dance Performance: Walking in Socks Janet Vella, Angele Spiteri Paris & Deborah Falzon
14:55 – 15:15		Final Thoughts on IAC 2016 Official Closing of the Conference Honourable Michael Farrugia Minister for the Family and Social Solidarity
15:30 - 16:00		Collection of Conference Certificates

KEY NOTE SPEECHES

Key Note Address 1 Thursday 7th July **The Oracle**

Title: Ten Years in Prison

Brother Carmel Duca, was born in 1965 in Malta. From 1982 to 1990 he was an active member of the Third World Group - a non-governmental organization - working with marginalized members of society in Malta, Italy and India. In 1990, after graduating in Biology and Education from the University of Malta, he joined the Missionaries of Charity Brothers - a Catholic Religious Congregation founded by Mother Teresa of Calcutta - in Paris. After taking vows in England in 1993 he worked in Italy and Peru. After a one-year stay in Calcutta, in 1998, he was sent to Colombia and then to Guatemala where he worked in different prisons. For almost ten years he was part of the chaplaincy team at Men's Central Jail in downtown Los Angeles. He currently resides in Lima, Peru and is again part of the chaplaincy team in Sarita Colonia Prison in Callao. He is the author of *Ten Years in Prison*.

Key Note Address 2 Friday 8th July **The Oracle**

Title: And the Oscar Goes to...

Dr Ruth Falzon is a lecturer at the Department of Counselling, within the Faculty for Social Wellbeing at the University of Malta. Her areas of expertise include Personal and Social Development, Inclusion and Learning Disabilities/Specific Learning Difficulties. She coordinates PSD teacher-training methodology at the university. Dr Falzon is treasurer of the Executive Council of the Malta Dyslexia Association, an Executive Council member of the Malta Association for the Counselling Profession, treasurer of the International Association for Counselling, a board director of the European Dyslexia Association and the president of her local primary school council. Her research interests include PSD, Dyslexia, performance auto/ethnography and inclusion. Her particular area of interest is quality of life with regard to dyslexia and self-esteem.

Key Note Address 3
Saturday 9th July
The Oracle

Title: Holes in Our Soles

Dott. Roberta Attard is a chartered clinical psychologist and social worker, with training in Applied Systemic Theory. She has extensive experience in the field of child and adolescent clinical disorders, child and adult psychotherapy, child forensic psychology, child protection and child abuse investigation. Roberta has practiced in a variety of settings specialising in the use of drawings, play, and psychotherapeutic techniques in individual and group psychotherapy with children and adolescents. Her current research interests include seeking new methodologies for researching child and adolescent issues, exploring narratives of loss, vicarious trauma and the relationship between attachment, resilience and vulnerability and child developmental psychopathology. She is a full-time lecturer and trainee-counsellor supervisor with the Department of Counselling, University of Malta and consultant for various Boards and State run programmes seeking to provide aid to vulnerable persons.

Mr Daniel Mercieca trained at the University of Hertfordshire (UK) and presently works as an HCPC (UK) registered dramatherapist in the context of out-of-home care and in private practice. He set up and coordinated a trans-disciplinary therapeutic team that works within the context of out-of-home care and education. He has also contributed towards national research projects within the same area of interest. Daniel lectures on a part-time basis at the University of Malta and is one of the founder members of the Creative Arts Therapies Society in Malta. He is also a member on the National Institute for Childhood within the President's Foundation for the Wellbeing of Society. Having completed training in integrative relational supervision at the European Centre for Psychotherapeutic Studies, Daniel offers supervision to healthcare professionals alongside support group facilitation to professionals in education and social care. At present Daniel is undertaking PhD research on children's views of psychotherapy at the Institute of Education, University College London. He has contributed to the book *Dramatherapy with Children, Young People and Schools: Enabling Creativity, Sociability, Communication and Learning* (2012) and has presented at a number of conferences both locally and abroad.

Key Note Address 4
Saturday 9th July
The Oracle

Title: How One's Own Creativity Becomes an Aid in Overcoming Obstacles

Mr John Martin Borg, John Martin Borg took up watercolour painting after graduating in Pharmacy from the University of Malta back in 1977 and exhibited his first works in 1979. Since then his works have gained recognition both locally and abroad. He is mostly renowned for his maritime pictures and atmospheric landscapes. Working mostly on location his watercolours gradually developed into studies of moods and poetic expressions. He broke new grounds with his abstract and religious works, intertwining them seamlessly together to produce individual distinctive works, easily identifiable with the artist. In Malta his works are found in a number of important places including the Museum of Contemporary Arts, the Maritime Museum, the Cathedral Museum in Mdina, the Presidential Palace at San Anton and the National collection of the Museum of Fine Arts. His works have also been exhibited at the Mall gallery and the Royal Watercolour Society in London, at the UNESCO Head Quarters in Paris, The Castel in Heidelberg Germany; as well as in Cologne, Munich, Stuttgart, Salzburg, Paris, San Tropez, Tunisia, Dubai and Florida (USA). Some of his works are permanently exhibited at the World Health Organisation centre in Geneva, the European Parliament in Brussels, the Vatican collections, the Commonwealth Centre and the Royal Collection in London.

Key Note Address 5
Saturday 9th July
The Oracle

Title: The Group Counsellor as a Person and as a Professional

Gerald Corey, Ed.D. is Professor Emeritus of Human Services and Counselling at California State University at Fullerton. He received his doctorate in counselling from the University of Southern California in 1967. He is a Diplomate in Counselling Psychology, American Board of Professional Psychology; a licensed psychologist in California; and a National Certified Counsellor. He is a Fellow of the American Psychological Association (Division 17, Counselling Psychology; and Division 49, Group Psychotherapy); a Fellow of the American Counselling Association; and a Fellow of the Association for Specialists in Group Work. Both Jerry and Marianne Corey received the Lifetime Achievement Award from the American Mental Health Counsellors Association in 2011 and the Eminent Career Award from ASGW in 2001. Prof. Corey regularly teaches both undergraduate and graduate courses in Group Counselling and Ethics in Counselling. With his colleagues he has conducted workshops in the United States, Germany, Ireland, Belgium, Scotland, Mexico, Canada, China, and Korea --- with a special focus on training in Group Counselling. He often presents workshops for professional organisations and special intensive courses at various universities. He has authored or coauthored 15 textbooks in counselling currently in print, along with more than 60 journal articles and book chapters.

Key Note Address 6
Sunday 10th July
The Oracle

Title: IAC 50 Years On: Lessons Learned about the Advancement of Counselling

Courtland Lee (USA) is a Professor in the Department of Counselling at the Washington, DC campus of The Chicago School of Professional Psychology. He is the author, editor, or co-editor of six books on multicultural counselling and two books on Counselling and Social Justice. In addition, he has published numerous book chapters and articles on Counselling Across Cultures. Dr Lee is a Past-President of the International Association for Counselling. He is also a Fellow of the British Association for Counselling and Psychotherapy, the only American to receive this honour. Dr Lee is also a Fellow and Past President of the American Counselling Association.

William Borgen, PhD, Bill has conducted research and has developed programmes regarding Life Transitions and Career Development for several years. His work has been translated and adapted for use in several countries. In 2005 he was awarded an honorary doctorate from the University of Umea for his leadership in the development of Counsellor Education in Sweden, and in 2011 he received the Stu Conger Award for leadership in Career Development in Canada. Currently he is a member of the Board of Directors of the International Association for Educational and Vocational Guidance, and is a member of the Executive Council of the International Association for Counselling. In 2014 he was made a Fellow of IAC.

ROUNDTABLES

The International Association for Counselling (IAC) was born as the International Roundtable for the Advancement of Counselling (IRTAC) in 1966. The concept of a roundtable for counselling was the brainchild of IAC's legendary founder and visionary Hans Hoxter. Hoxter had started working in favour of Counselling as a force for peace and human wellbeing in the immediate aftermath of the Second World War and when IRTAC was founded it gave a voice to all those counsellors and associations around the world who needed to meet, share and discuss with international colleagues.

The IAC Roundtable concept presents us with scenarios where all counsellors and counselling associations, irrespective of any kind of difference, have equal opportunities to present, explain, understand, be heard and be understood. It is very important to underline that IAC is not interested in becoming a heavy dominator of Counselling politics around the world. IAC is interested in becoming a vehicle for understanding, solidarity and opportunities for counsellors and their associations.

During the Victoria, Canada conference, the IAC Executive Council was presented with a plan to introduce several Roundtables for professionals to come together and belong to. The first five Roundtables include:

Presidents' and Chairs' Roundtable
Ethics Roundtable
Students' and Young Counsellors' Roundtable
Practitioners' Roundtable
International Research Roundtable.

Since then IAC has also added the **Projects' Roundtable** and **Peace and Social Justice Roundtable** to its agenda. This year on its 50th Birthday we will introduce the Indigenous Roundtable to the IAC community.

Through these Roundtables counsellors can find their 'place' within IAC to which they can belong to and work within. The success of the Roundtable concept depends on participation.

I would like to invite all counsellors to make IAC their natural home not only by just becoming members, but also by working within a Roundtable according to one's expertise or interest. Doing so will help IAC become the dynamic and courageous association we all aspire it to become.

Dr Dione Mifsud
President of IAC

Presidents' & Chairs' Roundtable
Thursday 7th July
The Dolmen Room

The Presidents' and Chairs' Roundtable should provide opportunities for the Leaders of Associations to meet physically during IAC conferences to discuss and share issues that can be similar or different to each other. This Roundtable is also invited to come up with ideas of how the equal geographical representation of Counsellors and Counselling associations can be achieved. It should also provide opportunities for the stronger and richer associations to support the developing, younger and smaller associations.

This year will be the Third Presidents' and Chairs' Roundtable. The keynote address entitled 'The State of Counselling in Africa' will be delivered by Esnaty Obetile, President of Botswana's Counselling Association. There will also be a workshop entitled Reflective writing as a Vehicle for Clarity and Bridge Building delivered by Prof. Jeannie Wright, Associate Professor at the University of Malta. This year we will also launch two new roundtables; The Indigenous Roundtable and The Projects' Roundtable. Discussions will also be held on the possible introduction of a Roundtable on the identification of Global Counselling Competencies.

Chair

Dr Dione Mifsud, is Head of the Department of Counselling at the University of Malta and President the International Association for Counselling (IAC). He is also a former Head of the Department of Psychology, a former Head of the University of Malta Counselling Unit and a former President of the Malta Association for the Counselling Profession (MACP). He designed and presently coordinates the first Master in Counselling programme offered by the University of Malta. He also co-designed and coordinates an International Masters Programme in Transcultural Counselling in conjunction first with the University of Maryland (College Park) USA and then with the University of New Orleans (USA). His research interests include topics around Counselling Ethics, Counselling Supervision and Transcultural Counselling.

Secretary

Dr Ruth Falzon is a lecturer within the Department of Counselling at the University of Malta. Her areas of expertise include Personal and Social Education, and Specific Learning Difficulties. She coordinates PSD teacher-training programmes and courses at the University of Malta. Dr Falzon is treasurer of the International Association for Counselling, an Executive Council Member of the Malta Association for the Counselling Profession, the Malta Dyslexia Association and the Malta PSD Association, She is also a Board Director of the European Dyslexia Association and the president of her local primary school council. Her research interests include topics around PSD, Dyslexia, quality of life performance auto-ethnography and counselling.

Presenters

Esnaty Obetile is the President for Botswana's Counselling Association. She is living in Botswana and is currently employed by the Ministry of Education and Skills Development as a School Counsellor. She also forms part of the Ministry Team of Counsellors conducting School Interventions, Paediatric Care and Training, a researcher for Teacher Capacity Building program, and sits on various committees of the Ministry.

Prof. Jeannie Wright has taught and researched in several universities and practised in community agencies from the UK to Fiji and Aotearoa New Zealand. She is currently Associated Professor at the University of Malta.

Counselling Practitioners' Roundtable
Friday 8th July
The Oracle Room

Experiencing Hope: The Benefits of Embracing Hope in Personal and Professional Contexts.

The Counselling Practitioners' Roundtable provides a forum within the International Community of Counsellors for practitioners to share and discuss matters arising from their practice for celebration or concern; create mutual support and encouragement across International and multi-cultural contexts around the world using video conference, webinar, Skype, e-mail and text, designed to combat isolation and to address the wider professional and research community with matters of interest or concern. It meets on-line three times a year including at the IAC annual conference. At the IAC 50th Anniversary conference in Malta our theme is Experiencing Hope: The benefits of embracing hope through personal and professional contexts. Those presenting today represent counselling in many settings, including family and students, career, group, domestic violence, private practice, employment, international and multi-cultural.

Chair

John Pryor-Jones, PhD. I am a Counsellor and Psychotherapist living in Wales (UK) and have held senior management positions in the National Health Service (NHS) and Local Government in the UK. I am a member of the IAC Executive Council and lead the Counselling Practitioners' Roundtable. An accredited and registered member of the British Association of Counselling and Psychotherapy (BACP) I have worked for over 40 years in Mental Health in the UK in a variety of settings and have international counselling experience. Now semi-retired, I practise with Compass a community-based counselling and training charity in Liverpool, UK. As a Practitioner-Researcher I lead an International Research Project through IAC into counsellors' hope experiences including Canada's Indigenous community and in Botswana. I have presented at international conferences, training workshops and University courses. Other research interests include spirituality, forgiveness and reconciliation in counselling perspective. I am a Fellow of the Royal Society of Arts.

Roundtable Members

Victoria Baah-Binney. I am a native of Ghana, West Africa. I am a second year doctoral student in the Counselor Education and Supervision programme at the University of Cincinnati. Currently, I am a teaching assistant to master counselling students, facilitate online undergraduate substance abuse courses and a research assistant. Over the past 15 years, I have worked with women and children in Ghana, Togo and the United States of America. I have also trained leaders of various carriers. Clinically, I have helped agencies to develop counselling programs, developed curriculum for groups, facilitated groups and supervised counselor-in-training students. My research interest is "The Psychological and Emotional Needs of Liberated "Trokosi" Girls/Women".

Jayita Datta. I am a bilingual psychologist fluent in English, Hindi, and Bengali. I have practised psychology for many years in United States and India. My clinical psychology practice is derived from a combination of interpersonal, cognitive-behavioral, and multi-cultural framework. Currently, I am a Staff Licensed Clinical Psychologist at Kent State University, Ohio, U.S., where I provide clinical services (crisis intervention, psychotherapy, group therapy, psychological assessment) and outreach programming to university students, with a focus in working with the international student population; collaboration with a multidisciplinary team of providers; and consultation with university community and providing presentations and imparting training to students. I also have experience in community mental health settings, rural settings, and correctional facilities in U.S. and various hospitals in India.

Amirah Diniaty. I was born in Padang, West Sumatra, Indonesia. I finished my undergraduate degree in Counselling Education at Padang State University in 1999. I took my Master degree M.Pd, Kons, in Counselling at the same campus and graduated in 2001. I am now finishing my Ph.D. for Counselling Education Programme at Graduate School of Padang State University West Sumatera Indonesia. I have been teaching for 13 years at State Islamic University Sultan Syarif Kasim Pekanbaru, Riau – Sumatera. My focus is in counselling career, group counselling and the role of school counsellor dealing with students' misbehaviour in senior high school.

Anita Engstrom Jones. I live in Burley, Idaho USA, and hold a Master degree in Counselling from Boise State University. I am a licensed Marriage and Family Therapist, Licensed Clinical Professional Counselor and Master Addiction Counselor. I am employed by the Idaho Supreme Court as Family Courts Manager for Domestic Violence and Civil Custody. I am also an adjunct professor at Boise State University and contract with International Crisis Care Network conducting on call crisis consultation. I have presented internationally on Compassion Fatigue and Vicarious Trauma in Canada, Malawi and Malaysia. I have also served on the American Counselling Association's Task Force on Counselor Wellness.

Norman Mifsud is the Chief Officer responsible for Human Resources & Corporate Services for Malta's leading life insurance company, MSV Life plc. He has a masters' degree in Management from Anglia Polytechnic University in Cambridge, UK. Norman has served on various boards, management committees, advisory panels and also lectures on Financial and HR Management topics. He has over thirty two years of work experience in Human Resources, Financial Management, Strategic Management, Procurement, Brand Management and other business related areas. Prior to joining MSV Life, he occupied a number of senior positions in private and public entities within the ICT, Manufacturing and Insurance sectors.

Lucia Morello. I am from Milan, Italy. I've been practising and studying human nature Oriental philosophies and disciplines since the last 30 years, while studying as a counselor and working as a writer, journalist and TV author. For almost the last ten years, I dedicated myself totally to the continuation of the experience and practice of bio-natural and holistic approach to people, with individual and group classes of Yoga, meditation, bioenergetics, flower essences and creative holistic counselling. My experience as a counselor has been dealing with different realities and combining the techniques and knowledge of the ancient traditions from "distant" continents with philosophy and practices closer to Western society. I also work with archetypal constellations, even individually and in groups.

Jabulani Allen Muchado. I hold a PhD in Counsellor Education from Ohio University (USA). I am a Counsellor Educator/Lecturer at the University of Botswana. I am specialist in guidance and school counselling, supervision and family and marriage counselling. Previously I have presented on standard of practice, school counselling and leadership in counselling at conferences, conducted workshops on adolescents reproductive health education (ARHE); substance abuse programmes, HIV and AIDS training and occupational health skills development, peer education, counselling skills, mental health and wellness for private and public sector and non-governmental organizations. My research studies include civil society response to HIV/AIDS in Botswana; guidance and school counselling services, professionalism and standard of practice. I was the first president of Botswana Counselling Association 2005-2010 and I am currently the chairperson of Codes of ethics and Accreditation.

Nathan (Nate) Perron practises as a Licensed Clinical Professional Counselor serving individuals, couples and families through the Family Institute at Northwestern University, USA and functions as a core faculty member with Northwestern University's online Master of Arts (MA) programme (Counseling@Northwestern). Nate has a Ph.D in Counselor Education and Supervision from Northern Illinois University in Illinois, USA in 2015, and both his MA in Counselling and Master of Divinity from Gordon-Conwell Theological Seminary in Massachusetts, USA. Nate enjoys a mix of clinical counselling, teaching, supervision, presenting, and writing regarding issues of international importance with individuals, young people and families.

Nona Wilson. I am a Core Faculty member of the Counselling Programme at The Family Institute at Northwestern, USA. My professional duties are divided among teaching and advising for the on-campus and online programs, and serving as a staff therapist. I offer therapeutic services to late adolescents, individual adults and couples. I received a PhD in Counsellor Education from Ohio University. I have been a counselor educator for 22 years and am a licensed clinical professional counselor in Illinois. I served on the Minnesota Board of Behavioral Health and Therapy from 2006 through 2014. I completed advanced training in cognitive therapy at the Beck Institute, and was fellow with the Chicago Center for Psychoanalysis in 2014.

**Indigenous Roundtable
Friday 8th July
The Oracle**

Sharing an Emerging Vision for Aboriginal Ways of Knowing in Counselling

The inaugural IAC Indigenous Roundtable is intended to bring together counsellors who are interested in clinical practice and research relevant to Indigenous people. At this initial meeting we will share our interests in the formation of the roundtable, review the terms of reference, brainstorm ways to develop the roundtable over the next year, and hear from Indigenous people in Canada about the importance of having a place to discuss and advocate for culturally appropriate counselling and research for Indigenous people internationally.

Chair

Blythe Shepard, PhD is Professor in Counselling Psychology at the University of Lethbridge in Canada and holds Indian status with the Mohawks of the Bay of Quinte. In her role as Past-President of the Canadian Counselling and Psychotherapy Association (2013-2015), she continues to advocate for the counselling and psychotherapy profession and the people it serves. She currently sits on the FACTBC committee responsible for the revision of entry-to-practice counselling competencies. She is the instructor for the CCPA sponsored course in counselling supervision and co-editor and contributing author to the *Supervision of the Canadian Counselling and Psychotherapy Profession* textbook.

Roundtable Member

Jenny Rowell is a Counsellor, Board Member of the Canadian Counselling and Psychotherapy Association, Instructor and PhD Student at the University of New Brunswick. She is currently working with Indigenous Scholars and Elders at the Mi'kmaq-Wolastoqey Centre and in local First Nation communities; both in her doctoral research and in the creation of an Indigenous Counselling programme at UNB.

**Students' and Young Counsellors' Roundtable
Friday 8th July
Oracle Syndicate Room**

Exploring Counsellor Training Opportunities Internationally

The purpose of the IAC Students' and Young Counsellors' Roundtable is to provide an environment where counselling students and young counsellors from around the world can share and discuss topics important to them. The Roundtable meeting at the conference will be a platform for discussing learning to make international connections for training, service, research and other collaborative efforts. Note that this Roundtable is appropriate for not only graduate students, but recently graduated counsellors.

Co-Chairs

Bart Begalka, Ed.D. Dr Begalka coordinates the clinical training for the Graduate Programme in Counselling Psychology at Trinity Western University. He has acted as a consultant for graduate programme development in counselling for several universities and agencies in Indonesia, India, Nepal and China as well as assisting in developing an integrated services clinic in Java.

Valentina Chichinlova M.A., is a Canadian Certified Counsellor with the Canadian Counselling and Psychotherapy Association. She has practiced in North America and Europe and at present is the Projects Manager and counsellor at a consulting practice in Vancouver, Canada. Valentina's clinical interests include trauma, trauma therapy training and supervision, and multicultural counselling.

Ethics Roundtable Saturday 9th July The Oracle

'Multiple Relationships in Counselling - Perspectives from our Different Cultures'

The Ethics Roundtable is a participatory forum where, in small groups facilitated by counselling ethicists, you will engage in a discussion of a 'culture free' case involving multiple relationships in counselling. Through the respectful sharing of ideas that cross multiple cultures and national borders, you will share your ideas; and hear the perspectives/solutions of other participants that we hope will transcend dominant western, taken-for-granted ideas of how counsellors ought to work with multiple relationships in counselling.

Chair

Ron Lehr, Ph.D. in Counselling Psychology, from Canada, is full Professor in the Counsellor Education programme at Acadia University, Wolfville, Nova Scotia, Canada. Amongst his numerous publications on ethics, his most recent publications include three co-authored chapters and co-editor of the book *Canadian Counselling and Psychotherapy Experience: Ethics Based Issues and Cases* (2015) which is available in print and e-publication. From 2009-2011, Ron was President of the Canadian Counselling and Psychotherapy Association, and is a former Chair of the CCPA National Ethics Committee.

Facilitator

Dr David Paterson is a former President and Hon. Life Member of the Canadian Counselling and Psychotherapy Association, Executive Vice President of the BC Association of Clinical Counsellors in addition to his service as Vice President for the International Association for Counselling. Dr Paterson is a counsellor educator who teaches and works in the graduate counselling program of Simon Fraser University. He also serves as Associate Dean within the SFU Faculty of Education.

Roundtable Members

Professor Tim Bond from the United Kingdom, is an Emeritus Professor of the University of Bristol, UK, and Visiting Professor to the University of Malta. He is a bestselling writer in the UK about professional ethics for counselling and the talking therapies. Tim's latest publication is an interactive e-book, *Standards and Ethics for Counselling in Action* (4th edition) (Sage, 2015). He has been commissioned by the British Association for Counselling and Psychotherapy to lead the writing of the *Ethical Framework for the Counselling Professions* (2015) in the UK. Tim is particularly interested in the ethical challenges of counselling across differences in identity and culture and working online. He is a member of the IAC Executive Council.

Barbara Herlihy, Ph.D., LPC-S, NCC, from the USA, is co-author of three current books, and over 80 journal articles and book chapters, primarily on the topics of ethics, diversity and social justice, feminist therapy, and the globalization of counselling. She is a past recipient of the Southern Association for Counselor Education & Supervision (SACES) Courtland Lee Social Justice Award and the ACES Outstanding Mentor Award. She has served as chair of the ACA Ethics Committee, the ACA International Committee, and the ACA Foundation. She has presented seminars and workshops on ethical issues across the country and internationally.

Selebaleng Silver Mmapatsi is the Counselling Psychologist and Deputy Director, under the Careers and Counselling Centre at the University of Botswana (UB). His research interests include areas of multicultural counselling, counselling ethics, career counselling and an MBA dissertation on the effects of organizational restructuring on employees. He is currently developing a Trauma Recovery Model and Career Development Model – “My Career Baobab” – to reflect multicultural experiences. He is part of the international study on ‘Hope in Counselling’ in collaboration with colleagues from Britain, Jamaica and Canada. He has extensive experience in Education and counselling. A former Canadian Commonwealth Scholar and currently a member of the Executive Council of the International Association of Counselling (IAC), and a member of the Botswana Counselling Association (BCA) and Southern African Association for Counselling and Development in Higher Education (SAACDHE).

Sue Webb, from New Zealand, is presently in private practice as a counsellor, supervisor, trainer and consultant, having worked for 30 years as a Counsellor Educator at Massey University, Palmerston North, New Zealand. She has a publishing record at home and internationally. An active member of IAC since 1982, Sue served as Secretary to the IAC Executive Council from 2008 until 2014. A Life Member and former President of the New Zealand Association of Counsellors, she currently convenes its Ethics Committee. In addition to ethics, Sue's professional interests include the social and political context of counselling, counselling and colonisation, the development of the profession, school counselling, and integrating theories into practice.

**Research Roundtable
Saturday 9th July
Oracle Syndicate Room**

“International Research: A Focus on its Present and Projecting its Future”

This Roundtable will address issues related to advancing counselling research on an international basis. The focus of the session will be on how to initiate culturally relevant research that provides evidence of the value-added of counselling, as both a profession and a process, for promoting wellbeing on a global basis.

Chair

Courtland Lee (USA) is a Professor in the Department of Counselling at the Washington, DC campus of The Chicago School of Professional Psychology. He is the author, editor, or co-editor of six books on multicultural counselling and two books on counselling and social justice. In addition, he has published numerous book chapters and articles on counselling across cultures. Dr Lee is a Past-President of the International Association for Counselling. He is also a Fellow of the British Association for Counselling and Psychotherapy, the only American to receive this honour. Dr Lee is also a Fellow and Past President of the American Counselling Association.

Roundtable Members

Meral Atıcı (Turkey) is an Associate Prof. in Psychological Counselling and Guidance Division, Educational Science Department at Çukurova University in Adana, Turkey. She is the author of a book on behaviour management and co-author of a book on developmental psychology. She is also a writer of a book chapter on developing counselling and guidance. Her main research interests are school counselling practices and counselor education, with a particular

focus on the role of internship programme and supervision on counselling students' professional development and their self-efficacy. She also published numerous journal articles on school counsellor and teachers collaboration in behaviour management in primary and secondary schools. Dr Atıcı is the member of Turkish Psychological Counselling and Guidance Association and American School Counselor Association. She has served as reviewer for several professional journals published nationally and on an international level.

Gary Hermansson (New Zealand) is the Editor-in-Chief of the International Journal for the Advancement of Counselling. He is the former Director of the Counsellor Education Programme at Massey University in New Zealand, where he is now a Professor Emeritus. He was also a leading figure in the establishment of the NZ Association of Counsellors and served a lengthy period on the Executive and also a period as National President. His personal research interests have been in counselling process and outcomes, services and policies, as well as having an ongoing interest in international perspectives. Dr Hermansson has published quite extensively in the counselling field, including a major resource in its third edition (Eclectic Counselling: Working with an Integrated Model) that has also been translated into Japanese.

Carlos P. Hipolito-Delgado (USA) is Associate Professor in Counselling at the University of Colorado Denver. Dr Hipolito-Delgado is co-editor of the counselling text Elements of Culture in Counselling. In addition he has published various book chapters, scholarly journal articles, and opinion editorials on issues of multiculturalism and social justice in counselling. Dr Hipolito-Delgado's research interests include the ethnic identity development, the effects of internalized racism, training to improve the cultural competence of counsellors, and the sociopolitical development of marginalized youth. He is a Past-President of the Association for Multicultural Counselling and Development, a division of the American Counselling Association. Dr Hipolito-Delgado also serves on the editorial board for the Journal of Counselling and Development and the Journal for Social Action in Counselling and Psychology.

Audrey M. Pottinger (Jamaica) is a senior lecturer at The University of the West Indies (UWI) and consultant clinical psychologist at University Hospital of the West Indies (UHWI), Jamaica. Her research interests include mental health implications for children resulting from caregiver loss including migratory separation, parental separation, and violent and non-violent death, as well as, loss related to fertility and reproduction. In addition to her journal publications in Caribbean, North American and UK journals, she has authored several book chapters and two books, one on coping with bereavement loss, and coping with parental separation/divorce by adult and young children. Dr Pottinger is a long-standing member of the American Psychological Association, American Counselling Association and the Jamaica Psychological Society.

Projects' Roundtable
Sunday 10th July
The Oracle

Working Together and Sharing Resources to Enhance Counselling

The aim of the Projects' Roundtable is to facilitate collaborative projects through the IAC network of counsellors worldwide, in a culturally sensitive and respectful way. This will be the first official gathering of the roundtable. During our meeting we will review the terms of reference of the roundtable, and hear from everyone present regarding current projects of interest to them or projects they think would be good to address in the future. In addition, Dr Dione Mifsud, President of IAC, will present for discussion four projects that have been suggested to IAC in the past year. The outcome of the meeting will be the development of priorities regarding projects that have support at this point, and the creation of action plans to initiate them.

William Borgen, PhD, has conducted research and has developed programmes regarding life transitions and career development for several years. His work has been translated and adapted for use in several countries. In 2005 he was awarded an honorary doctorate from the University of Umea for his leadership in the development of counsellor education in Sweden,

and in 2011 he received the Stu Conger Award for leadership in career development in Canada. Currently he is a member of the Board of Directors of the International Association for Educational and Vocational Guidance, and is a member of the Executive Council of the International Association for Counselling. In 2014 he was made a Fellow of IAC.

Angela Gordon Stair, PhD, is the Head of the Counselling Service at the Mona Campus of The University of the West Indies in Jamaica. She has, for over 35 years, worked with young adults and has done research on the stresses faced by mature female students in higher education. She has also recently co-authored a book on adoption. She has been involved in the design, training for and implementation of psychosocial programmes for the Red Cross Societies in the Caribbean and Central America. She is currently a member of the Executive Council of the International Association for Counselling.

Peace and Social Justice Roundtable
Sunday 10th July
Oracle Syndicate Room

Exploring Concepts of Peace and Social Justice with Counselling through Multi-National Dialogue

As war and violence erupt around the world individuals, families and communities struggle to cope in the face of senseless acts resulting in shattered lives and nations. Cries for peace can be heard around the world as the suffering, trauma and oppression of peoples continues.

The purpose of the IAC Peace and Social Justice Roundtable session is to provide a forum for participants to engage in international dialogue to examine concepts and constructs related to peace, social justice, human rights and oppression. The roundtable aims to explore advocacy and strategic initiatives counselling professionals can engage in to give voice to such issues, and to advance the freedom and empowerment of those who are often marginalized and oppressed by society. The World Café format will be used to facilitate a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the collective wisdom in the room. Participants will engage in exploration of beliefs, values, definitions, and ideas related to the topic as they rotate among tables where they continue the discussion in response to a set of open-ended questions. The kinds of support counsellors' need to increase capacity for integrating social justice into counselling work will be addressed.

As a result of participating in this session participants will:

1. Define and diagram concepts and constructs of peace, social justice and oppression and related terms based on their experience, exposure, and context.
2. Collectively formulate the work accomplished in outcome #1 into a document to be shared among the whole group.
3. Learn how to use the World Cafe approach to facilitate critical dialogue

Chair

Vivian V. Lee is Associate Professor in the Counselling and Human Development Program at Johns Hopkins University School of Education. Lee's scholarship and research interests focus on advocacy, equity and social justice, peacebuilding and school counselling. Lee is a member of the ACA International Committee and the lead coordinator of the Peace and Social Justice Round-table for the International Association for Counselling.

Lee is an accomplished trainer and presenter at international and national levels. A past president of the Maryland Association for Counselling, Lee also authored and co-authored

articles and book chapters on conflict resolution and violence, group counselling and equity focused systemic and data-driven school counselling programs. Lee is the former Senior Director of the National Office for School Counsellor Advocacy of The College Board. Lee worked to transform counsellor training, practice and policy at the state and national level. Lee completed a nine-year collaborative library building project in Ghana with colleagues from the US and Ghana as an outgrowth of a Fulbright-Hays Scholars Group. Most recently Lee held academic posts at University of Malta and University of Maryland. She received both Master's and Doctoral degrees in Counsellor Education and Supervision from the University of Virginia, USA.

Roundtable Members

Ms Anabel Mifsud is a doctoral student in the counsellor education and supervision programme at the University of New Orleans. Ms Mifsud has a Master's Degree in Health Psychology from University College London and King's College London, U.K. Her research interests are social justice and advocacy in counselling; counselling as a vehicle for community development, reconciliation, and peacebuilding; the internationalization of counselling; and psychosocial services for migrants and refugees, and persons with HIV/AIDS. Ms Mifsud is from Malta where she worked as a research officer at the Department of Counselling at the University of Malta and set up and led support groups for person with HIV. Ms Mifsud has conducted research with migrant populations in Malta and persons with HIV. She has presented in conferences in Malta, the United States and the United Kingdom.

Dr Blythe Shepard is Professor in Counselling Psychology at the University of Lethbridge in Canada and holds Indian status with the Mohawks of the Bay of Quinte. In her role as Past-President of the Canadian Counselling and Psychotherapy Association (2013-2015), she continues to advocate for the counselling and psychotherapy profession and the people it serves. She currently sits on the FACTBC committee responsible for the revision of entry-to-practice counselling competencies. She is the instructor for the CCPA sponsored course in counselling supervision and co-editor and contributing author to the *Supervision of the Canadian Counselling and Psychotherapy Profession* textbook.

PRE-CONFERENCE WORKSHOPS

Workshop 1

Mr Patrick Bensen is a registered Clinical Counsellor and an Environmental Psychotherapist, permanent Trainer for Trainers for the European Commission, Vocational Trainer Expert with consultative status to United Nations, Full member of IAC and CPCA and has more than 20 years' experience in Psychotherapy for the states of Norway, Europe and Canada.

Ethno-Cultural Dimension in Counselling Indigenous and Minority Population in Canada

Patients belonging to ethno-cultural minority groups often have specific needs based on race, language, culture, or belief system. Counsellors need to address these needs to help preserve and promote cultural identity and practices.

Interventions, services and activities are in place to:

- Help patients value their culture
- Emphasize the value of their culture in their social transformation process
- Enable them to think critically about the marginalization they may experience and stereotypes that they may hold or face

Aboriginal Healing Lodges are used in correctional institutions as well as in the counselling method where we use Aboriginal values, traditions and beliefs to design services and programmes for patients. We include Aboriginal concepts of justice and reconciliation. The approach is holistic and spiritual. Programs include guidance and support from Elders and Aboriginal communities. Participants in this workshop will be given numerous examples and exercises to work on their interpersonal and ethno-cultural skills. They will be presented with an overall understanding of what sort of challenge we face in Canada and they will have time to reflect and exchange between themselves on what they can apply to their local communities. Even if they don't have Healing lodges in their country they can learn from a holistic and spiritual approach that promote a cultural identity in the healing process rather than equalize all issues in a mono cultural dimension.

Workshop 2

Dr Sarah-Kate Hawkins, I hear and I forget, I see and I remember, I do and I understand! Over the years, I have been part of my clients' amazing accomplishments through their participation of experiential learning. The process of learning through reflection on doing increases personal confidence, group understanding and increased agility.

How Can you Dance When you do not Know the Steps?

Regardless of theoretical inclination, we become better Counsellors when we challenge ourselves. The foundations of Counselling, mutual respect, life-management skills, communication, decision making, problem solving and conflict resolution will be presented for discussion through stimulating hands-on critical thinking activities. Experiential learning activities are engaging and captivating and will enhance a Counsellor's personal power. When we believe we can achieve, our belief plays a significant role in our clients' successes. Through play (What?), interaction (So What?) and debriefing (Now what?), we will explore our feelings and thoughts to gain a deeper understanding of how our internal or external locus of focus impacts our decisions and actions at work and at home. This in return will allow us to show and express greater empathy and understanding for our clients.

Starting with icebreakers and moving to group problem solving, each of the activities will increase the participants' understanding of how when faced with a client from a different culture, beliefs, religions, and even language, we can use their diversity as well as our own, to help them. In this safe environment, participants will trust the process and push past their comfort zones to allow growth of self and others.

Participants will be able to answer the following: What are some of the most important things you have learned about yourself? How can you continue to practice what you have learned? What is one way you have changed during this workshop? What has been the most helpful part of this workshop for you?

Workshop 3

Marco Andreoli, supervisor Counselor belonging to Reico and Federcounseling. He leads counseling groups and teaches counselling since 2002. He is a business and personal health trainer and works with individuals, couples and groups.

Paola Bonavolontà, trainer Counselor belonging to Reico and Federcounseling. She leads groups that promote creativity and personal branding formation since 2008 and works with individuals, business organizations, couples and groups.

Co-author: Ms Simona Barero

Drawing (To Build) Hope and Clarity

Empowerment, self-esteem, skill development and growth can be sabotaged by limiting beliefs in ourselves and in people, of all ages, whom we encounter in our profession. As a direct consequence of limiting beliefs, we tend to avoid experiences that could bring us failure, however they could also bring joy and new opportunities. What would happen if we take just one belief and change it?

Starting from a very common limiting belief, such as: I can't draw, this workshop will demonstrate that this is not true. In a hands on method, step by step, each participant will practically experiment how easy it is too break this belief. Furthermore, how good would it be and what could happen if we extend the same philosophy in other areas of our lives. We will lead participants through simple activities always with the same aim. What participants would gain from the Workshop? An easy and funny tool to be used in a variety of situations and with a variety of different people. Applications include: engaging presentations, grasping audience, working with emotions and limiting beliefs.

Aims of the workshop:

Help yourself and others to face and change limiting beliefs

Learning outcomes of the workshop:

Improve inner and outer communication, by using limited dialogue :

Workshop 4

Dr Marla Buchanan is a Professor in Counselling Psychology in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia. She holds the Royal Canadian Legion Professorship and is the Executive Director for the Centre for Group Counselling and Trauma. Her clinical and research interests include studies in military trauma.

Dr Bill Borgen has conducted research and has developed programmes regarding life transitions and career development for several years. His work has been translated and adapted for use in several countries. In 2011 he received the Stu Conger Award for leadership in career development in Canada. Bill is a member of the IAC Executive Council.

Effective Group Therapy for Veterans with PTSD: Examining Therapeutic Engagement and Impact

This presentation examines lessons learned from the Canadian Veterans Transition Program (VTP): a group-based treatment for military Veterans suffering from depression and post-traumatic stress symptoms. VTP has demonstrated clinically significant outcomes for trauma symptoms and depression, and an unusually high completion rate by Veteran participants (99.4% completion rate). Practice and research evaluation of the programme suggests that gender/culturally relevant design plays a key role in the program's effectiveness, and offers insights into designing other effective group programmes for men. In this session, we will consider the intersection of masculine gender socialization and the language of DSM disorder, considering how masculine role discourses, embedded in cultural institutions, may colonize the personal trauma stories of affected Veterans, complicating their recovery. We will examine the unique opportunities provided by group therapy to enhance social inclusion and cohesion, and to provide a therapeutic space for the social re- and co-construction of masculine gender norms. We will explore how therapists can enhance their own gender/cultural competence and support male Veterans' access and engagement in therapy by attending to gender/cultural relevance. Finally, risks and challenges and criteria for inclusion/exclusion of traumatized men in group therapy are explored along with insights into therapist preparation. Key concepts will be illustrated with therapy excerpts (script and video).

Workshop 5

Dr Ishu Ishiyama specializes in multicultural counsellor training, anti-discrimination and prejudice reduction methods, peace and reconciliation work, and Japanese Morita therapy for anxiety treatment. He is Associate Professor of Counselling Psychology and the Director of Clinics and Practica at the University of British Columbia, Canada. He is originally from Japan.

Co-Authors: Dr Masahiro Minami & Ms Ayumi Sasaki

Active Witnessing Strategies for Reducing Prejudice and Discrimination

Prejudice, stereotypes, and discrimination can seriously threaten the wellness of individuals and groups and destabilize multicultural society toward the oppression and marginalization of minorities in a negative spiral. The inaction and silence of bystanders contributes to the maintenance of the existing social injustice and discrimination against minorities, resulting in a vicious circle of hurt, fear, anger, retaliation, and escalated inter-group conflicts over generations. Counsellors and educators have a social responsibility to help people move beyond silence as bystanders and intervene in observed situations of discrimination. "Active witnessing" is regarded as an effective and practical strategy for increasing individuals' competencies and community capacity (Ishiyama, 2000, 2013) with four levels of social engagement: (a) dis-witnessing (dis-engagement), (b) passive witnessing, (c) active witnessing, and (d) ethical witnessing with social action. Active witnessing skills training programmes have been successfully incorporated in educational, corporate, and community settings in Canada.

This experiential workshop introduces participants to the Anti-discrimination Response Training (A.R.T.) Program which is based on the active witnessing model. Participants will learn how to conduct active witnessing group sessions. There will be demonstrations, roleplays, mini-practices, and discussions. Workshop participants will also learn how to teach active witnessing skills to their clients, students, community members to increase their readiness to intervene when they observe displays of prejudice and discrimination in daily situations.

Workshop 6

Monica A. Nicoll, Ph.D. In private counselling practice, Monica has also served as Therapist and Clinical Director for an Outpatient Hospital Clinic. An adjunct instructor at Plymouth State University, she has also taught at several universities in both the U.S. and Europe. Monica is a board certified Clinical Supervisor in mental health counselling.

William G. Nicoll, Ph.D. A Professor of Counselling, he has also served as a counsellor in community agency, private practice, educational, and correctional settings. Bill has held many leadership positions in counselling and served as the American Counselling Association's national trainer in Brief Counselling. He provides consulting and training services in resilience-focused counselling worldwide.

Counselling for Client Resilience and Wellbeing: An Adlerian Psychology-based Approach

This workshop will integrate the seminal concepts and strategies of Alfred Adler's Individual Psychology with the latest research and practices from the emerging resilience-focused, wellness promoting and positive psychology based approaches in Counselling.

The World Health Organization defines health as "a state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity." This echoes Adler's Individual Psychology in its emphasis on increasing mental health (aka social interest) rather than eliminating or decreasing symptomatic behaviours, Adler stated that the goal of Counselling/therapy was to guide the client "... away from himself, toward productivity for others; he must be educated toward social interest" (i.e. mental health). The Adlerian-based approach to Counselling for resilience and client wellbeing offers a more optimistic, positive approach to case conceptualization and intervention. The model being presented offers Counsellors and therapists a research based, alternative to the dominant DSM/ICD over-focus on diagnosing "psychobiological disorders" and seeking only to decrease or control symptoms. Instead, the model presented in this workshop will emphasize understanding the cognitive framework and function of the client's presenting symptoms including the social/cultural context. Participants will learn to assist clients to develop greater social-emotional intelligence, personal resilience, and supportive social environments. Strategies and techniques for empowering clients to gain better self-understanding and to re-structure habitual, self-defeating cognitive processes will be demonstrated and practiced. Participants will be introduced to a new, integration of Adlerian Psychology and resilience-focused Counselling that offers an alternative paradigm for understanding the development and maintenance of client psychosocial difficulties. Participants will then engage in experientially based learning by actively observing and practicing techniques for the assessment of social/cultural contexts, client perspectives, and the function of symptoms along with intervention strategies and techniques that promote client resilience and overall social-emotional wellbeing.

Workshop 7

Ms Claire Francica is an Existential Coach and is a registered member of the European Mentoring and Coaching Council (EMCC). She is currently reading a doctorate in Counselling Psychology and Existential Psychotherapy with the New School for Psychotherapy and Counselling (NSPC) in collaboration with Middlesex University in London.

Existential Coaching

The workshop will address theory around the main philosophical underpinnings that are addressed in existential coaching which will include existential anxiety, uncertainty, authenticity/inauthenticity (Heidegger, 1962) and the intersecting polarities within the worldview which create tension or conflict pushing individuals to avoid the anxiety of the flux altogether, making these same individuals rather dissonantly or consonantly dysfunctional (Spinelli, 2014) at their place of work as well as in their own personal worlds.

It will also be demonstrated how the phenomenological method of inquiry, originating from Husserlian thoughts, (Deurzen 2012, Spinelli 2014) and the four dimensions of existence (Deurzen, 2010) offer useful and powerful ways which assist existential coaches in becoming attuned to the client's worldview whilst owning their own experiences.

The New School for Psychotherapy and Counselling provides a disciplined philosophical framework for this existential/phenomenological integration. The teaching and training provided by NSPC incorporates these basic values by recognising that life experience, in addition to formal academic and practical professional training and alongside careful research, together form the four foundations on which individuals need to build on in order to become accomplished existential coaches.

For the practical side of this workshop it will be demonstrated how existential enquiry can assist professionals from whatever orientation or background, however confused or uncertain they may feel about their own practices. Existential coaching can assist these same professionals to get in touch with their own experiences by exploring their own potential further. It will be demonstrated how an existential coach does not need to be trained in any particular coaching technique, by using the example of Whitmore's (2009) GROW model. This worldwide coaching technique will be used to explore how existential coaching skills can be integrated, irrespective of the coaching technique being used, giving depth to the coaching relationship, as presented also in a case study.

Workshop 8

Dr Elisabeth Leembrugger, is a Lecturer (<http://blogs.webster.edu/globalthinking/category/international-campuses/webster-leiden-international-campuses>) and a Counsellor holding a Doctorate from Boston University; Honours MA in Counselling and an MA in Biblical Studies. She is a member of Boston University's GIPGAP research team (<http://www.bu.edu/gipgap/bios/>) publishing with Springer, Erlbaum and Peter Lang. She is director of Dr Elisabeth Leembruggen Counselling and Education Services

Religious & Spiritual Coping: Strategies and Tools for Counsellors

The use of religious/spiritual coping mechanisms for distressed clients has developed in the last twenty years. Despite historical antagonism (Pargament & Park, 1997), more than 250 studies investigating the effects of these mechanisms exist (Bjorck & Thurman, 2007; Leembruggen, 2013; Leembruggen-Kallberg, 2000; Pargament, 2013; Pargament, Ano & Wachholtz, 2005). Use of these mechanisms helps distressed clients gain 'control' over helplessness, depression, victimization and other difficulties as they 'meditate, pray, chant, and act' (Overcash, Calhoun, Cann, & Tedeschi, 2001). This presentation explores themes and coping approaches identified in the literature by which clients may overcome their difficulties.

Brief RCOPE (n.d.), a religious coping protocol devised by Pargament, Koenig, & Perez (2000), will provide guidelines which the counselling practitioner may use in working with clients. A short examination of the counsellors' own training in this area will be presented via a religious/spiritual questionnaire devised by Henriksen, Polonyi, Bornsheuer-Boswell, Greger, & Watts (2015). Negative issues in religious/spiritual coping are also addressed. This description provides the rationale and aims of the presentation. The desired outcomes are to provide the counsellor with a broad overview of the field; an analysis of counsellor training and a discussion of useable models for working with clients (c.f., Leembruggen, 2013; Pargament, Ano & Wachholtz, 2005). Objectives will be achieved via review of assessment protocols, questionnaire response and small group discussion.

Workshop 9

Mr Richard Cook (M.Couns.(Hons)(Waikato); B.D. (Melb); B.Ed.(Waikato); Dip. Tchg.) has lectured in Cognitive Behavioural and Narrative Therapy at Bethlehem Tertiary Institute, Tauranga, New Zealand for 20 years, led the faculty, is a Narrative Therapist and Supervisor and co-edited *Interweavings: Conversations between Narrative Therapy and Christian faith* (2008).

Worth A 1000 Words: Drawing and Metaphors in Narratives of Hope

A picture paints a thousand words – and sometimes those thousand words are hard to say where a metaphor will put them in vivid colour and detail (Lawley & Tompkins, 2001). This will be a practical workshop on how to recognise, elicit and utilise the power of metaphors in our therapeutic practice. You will go away having experienced a step by step process for clarifying metaphors of both struggle and hope. To get the metaphorical juices moving, we will explore some examples of metaphors and briefly reflect on recollections of therapeutic engagement (Rhodes & Jakes, 2009). We will then explore our personal metaphors of struggle using word pictures. Arising from Ward and Reuter's (2011) notion of struggling not just WITH something, but also FOR something, we will use doodling and the unstructured use of colour to develop metaphors that have a particular and personal sense of hope (Cook & Alexander, 2008). Inspired by Narrative ideas and practices we will draw these as simple images on paper and in language develop more richly described narratives for hopeful living (White, 2007).

Workshop 10

Dr Lynne Gabriel is an Associate Professor and Reader in Counselling and Ethics at York St John University, York, UK. Lynne is a teacher, researcher and director of the university's counselling and mental health clinic. Lynne also supervises counselling, coaching and psychology research students at York St John.

Prof. Jeannie Wright has taught and researched in several universities and practised in community agencies from the UK to Fiji and Aotearoa New Zealand. She is currently Associate Professor at the University of Malta.

Dr Gillian Proctor Dr Gillian Proctor is a clinical psychologist and person-centred therapist. She worked in the National Health Service in the UK for 22 years and now is a lecturer in counselling at the University of Leeds. She has authored several books including 'Values and ethics in counselling and psychotherapy' (2014: Sage).

Citizen Mental Health: Facilitating Counselling as the Mental Health Intervention of Choice

UK Government investment in mainstream NHS (National Health Service) IAPT (Increasing Access to Psychological Therapies) in England, supports a number of those suffering from depression or anxiety (Layard & Clark, 2015). The IAPT programme continues; albeit with a focus upon RCT (randomised controlled trials) evidence-based therapies. Significant disparities in physical and mental health provision exist, with medical services outstripping those for mental health. The political rhetoric 'no health without mental health' continues, in tandem with the rise of evidence based cognitive therapies (Layard & Clark, 2014), yet counselling services remain under-commissioned. Engendering a psychosocial and relational basis for counselling as a major mental health intervention, is central to cultivating a profession and workforce that values relational, citizen-focused counselling, whilst concurrently responding to economic and political influences (Proctor 2015). Counselling and psychotherapy are political activities (Proctor, 2014) with concomitant impact for mental health provision, citizen gender and cultural differences (Fernando, 2014). However, this agenda does not fit with a medicalised agenda of mental health, which seeks to treat the individual whilst ignoring social and economic causes of distress. Driving forward on citizen-focused counselling and mental health delivery requires coordinated, collaborative accrual of practice-based and evidence-based research, a focus of this workshop.

WORKING GROUPS

Working Groups form the heart of IAC Conferences. They provide opportunities for sustained contact and a home-base for participants throughout the conference. IAC recognises that they are a foreign concept to many conference goers new to IAC, hence this explanation. The key idea behind these groups is that participants not only get a chance to meet others from a wide range of cultures and countries but also get to know these people more profoundly than they would normally be able to, within a conference context. This fits within IAC's vision to contribute to a world within which peace, social justice and respect are available to all, by providing forums for extended conversations and understanding between cultures.

Below are practical guidelines for choosing a working group

- All presentations have been assigned to a working group. Working groups happen simultaneously at allotted times over Friday, Saturday and Sunday.
- This year we have **five working groups**:
 1. **Counsellor Education**
 2. **Practice and Supervision**
 3. **Resilience**
 4. **Transcultural**
 5. **Youth.**
- The abstracts of each working group can be found in the following pages. Once you have reviewed the working groups you will need to choose one group, which you will join for the entire conference. The group which you are drawn to might not, at first sight, look like where you belong. However, you will inevitably find more in common across the topics than you may initially expect.
- Each session will have around three presentations amounting to nine presentations over three days. Presenters are given a 25-minute timeslot wherein to present their research and facilitate a group discussion. Group discussions are likely to take place in a circle or 'Roundtable format'.
- When contributing to the discussion we remind you that there may be language difficulties and other cross-cultural issues in your group. Speak slowly and simply, if necessary, and allow time for translation if needs be.
- During each discussion session someone will be acting as a 'convener' and another as a 'rapporteur'. Their job will be to facilitate the working group and also to compile notes on the discussion held. At the final group session these notes will be put together and summarised with recommendations for IAC. All the Working Group summaries are then reported at the final conference plenary by the rapporteurs.
- The working group sessions work best when you remain in the same group. This allows for rich discussion across presentations and a greater conference experience.

Working Group 1 - Counsellor Education Ammon Syndicate Room

Convener

Ms Dorianne Coleiro graduated from the University of Malta in 2012 with a Master in Counselling. Her main areas of interest are health-related issues; challenging situations that involve change, loss, grief and bereavement; issues related to one's personal and/or professional development; emotional intelligence; and relationships. Dorianne currently works as an assistant lecturer at the University of Malta within the Department of Nursing and she is following doctoral studies at the University of Bristol.

Rapporteur

Ms Anita Leeanna Portelli was born in London and moved to Malta in 1976. Anita works in HR and is a Gestalt Psychotherapist. She has a degree in Psychology and is currently reading for a Master in Counselling. She holds an ITEC diploma in Massage Therapy and runs the Malta Endometriosis support group.

Mr Richard Cook (M.Couns.(Hons)(Waikato); B.D. (Melb); B.Ed.(Waikato); Dip. Tchg.) has lectured in Cognitive Behavioural and Narrative Therapy at Bethlehem Tertiary Institute, Tauranga, New Zealand for 20 years, led the faculty, is a Narrative Therapist and Supervisor and co-edited *Interweavings: Conversations between Narrative Therapy and Christian faith* (2008).

The Changing Face of Counselling 'downunder' in Aotearoa New Zealand

Degree programmes must have a stakeholder review every five years to confirm to the New Zealand Qualifications Authority that they are fit for purpose. Agency managers, national leaders, employers, graduates, supervisors, counsellor educators and cultural representatives were surveyed and/or interviewed for one such review. The evaluative question presented to stakeholders by the programme team was: How well does BTI's Bachelor of Counselling programme equip students for the counselling profession with particular regard to current trends, bicultural and cross-cultural perspectives, and professional and employer expectations?

This presentation will summarise the six key themes that emerged in the analysis. These themes indicate changing roles, foci, expectations and emphasis in counselling across Aotearoa New Zealand. While the question limited the focus to one particular degree programme, the stakeholder group was widely representative and the responses addressed the profession as a whole. The implications for counsellor education will be overviewed and the challenges facing the professional counselling associations described. The findings will be used as a stimulus for a discussion of similar or contrasting changes detected in the counselling profession around the world.

Ms Janet May is an educator in New Zealand teaching on professional/clinical supervision, counselling and social work programmes. She has a longstanding interest in issues of pedagogy. Her current doctoral research is exploring the collective pedagogies of her team of educators delivering a bicultural counselling degree in Aotearoa/New Zealand.

Pedagogical considerations for counsellor educators preparing counselling graduates for increasingly complex, diverse and challenging practice contexts.

It is my experience of New Zealand counsellor education programmes that there is ongoing attention to curriculum content, programme aims, student assessment and programme evaluations. However there appears less focus upon the pedagogical standpoints and practices that underpin our programmes and teaching practices. Commenting from the United States, Malott, Hall, Sheely-Moore, Krell, & Cardaciotto, (2014) make a similar claim suggesting that little is done to prepare doctoral students for teaching counselling when they exit the programmes and take up positions as faculty on counsellor education programmes

and lament a dearth of research in best pedagogical practice. Similarly Negru (2010) writing on the pedagogy of economics education, describes the way in which the recent global financial crisis has forced a reconsideration in the way economics is taught. Negru critiques the "lack of pluralism in teaching economics" (p. 183) and makes a plea for greater debate around the 'what and how' of teaching from a pluralist outlook.

This paper explores this theme of pedagogy and pluralism and outlines the establishment of a co-operative research inquiry (Heron, & Reason, 2001) by the researcher with five colleagues teaching on a specifically bicultural undergraduate counselling degree programme in Aotearoa/New Zealand. The programme is underpinned by values, philosophies and theories of Māori (the indigenous people of New Zealand) and also draws on a range of theories from humanistic and postmodern positions. Aspects of a grounded theory are used in capturing the 'pedagogical theories in use' for the educators involved and the implications of the diverse philosophical, theoretical and pedagogical standpoints amongst the team, are explored. The implications for programme coherency and collaborative teaching are also highlighted. It is hoped this paper will offer ways to reflect on our pedagogical standpoints and consider how best to serve our programmes in contemporary times.

Ms Silvia Galea is the current president of MACP. She currently works as a counsellor in schools and worked at Caritas, Appogg, MCAST and Red Cross in the past. A firm believer in addressing child issues systemically, Silvia works with both parents and children. She is currently researching attachment patterns and behavioural manifestations in children and young adults.

Stepping out of the Mould? – A Qualitative Inquiry into the Development of Counsellor Identity of Master in Counselling Students

This qualitative study delved into the narrative of how the first cohort of locally trained Masters in counselling students are acquiring their professional identity in the Maltese context. A purposeful sample of six fourth year post-practicum students was divided into three categories based on previous academic and work experience prior to entering the training programme. Participants narrated their counselling journey both visually and verbally. The data was analysed through a creative use of narrative methodology to address the research questions. Participants agree that the experience of becoming a counsellor is a long and arduous one and feel that the collective group identity somewhat facilitated this process. Findings indicate that all six participants have experienced a change in their core and therapeutic selves and are at different points of their professional formation and of their lifelong journey of acquiring a unique counselling professional identity. Previous knowledge and practice were seen to be an asset and experience as an important component in the cumulative process towards expertise in the field. Such findings highlight the element of uniqueness in this process and equip counsellor educators with renewed awareness towards safeguarding and ensuring individuality in the formation of counselling trainees.

Dr Ümüt Arslan just completed his doctorate in counselor education and supervision from University of Montana. He has presented on solution-focused counselling, professional ethics, multicultural counselling at a variety of different international conferences. He worked in schools, special education centres, special programs, and job corps in Turkey and in the US.

Tips for International Counselling Students and Counsellor Educators who Work with International Students

Western countries, especially the United States, are respected in the social sciences; therefore, students, who want to study abroad, usually choose those countries. Seven hundred thousand international students study in the United States, mostly in computer science and business majors. Undergraduate international students usually come self-funded to study in the United States, but graduate students usually prefer to study with scholarships from their home country like governments, international foundations like Fulbright, or they work as research assistants or teaching assistants.

In the Counsellor Education field, the number of international students is limited compared to other majors. Counsellor education programmes only provide graduate level degrees, and these programmes include intensive courses and internships. For instance, at the University of Montana, the business master programme requires 32-36 credits, but the mental health counselling master programme requires 60 credits and internship hours.

In this study, seven tips were created for students and faculty members based on the literature and researcher's experiences. Tips for international students include: English level, planning, first semester, summer classes and internships, first practicum hour, supervision and showing video in supervision, and discussion about home country. For faculty members who study with international students the following tips are covered: direct advice, multicultural counselling, role confusion, mentoring, homesickness, writing skills, internship and clinical supervision.

Dr Keith Pirota has just completed his professional doctoral training in Educational and Child Psychology with the University of East London. Keith obtained his first degree in Psychology at the University of Malta and has been working for the past six years at the School Psychological Service within the Maltese public service.

My Ideal School: A Personal Construct Psychology Approach to Understanding the School Constructs of Children Described as Anxious

This research explores the school constructs of children described as anxious. Little research exists that looks at understanding children's school-related anxiety through the lens of Personal Construct Psychology (PCP). Participants attended state schools in Malta and were experiencing school-related anxiety. Through semi-structured interviews, they were asked to comment and produce drawings about the kind of school they would like to attend (their ideal school), and the kind of school they would not like to attend. The children's constructs were organised according to whether they related to adults in school, their peers, the school and classroom environment, and the participants themselves in each of these two imaginary schools. Participants were also asked to think of how the school they currently attend can become more like their ideal school. Findings indicate the importance of relationships between teachers and pupils, relationships amongst pupils themselves, a positive learning environment within the classroom and the belongingness to a common value system and school ethos to which anxious children can relate. This research aims to shed light on the responsibility of professionals working with children with school-related anxiety to look beyond within-child factors and understand possible stressors in the child's environment as potentially contributing to heightening their anxiety.

Prof. Jeannie Wright has taught and researched in several universities and practised in community agencies from the UK to Fiji and Aotearoa New Zealand. She is currently Associate Professor at the University of Malta.

Dr Sofie Bager-Charleson is a UKCP- and BACP- registered psychotherapist, working as a lecturer and research supervisor at the Metanoia institute and the Surrey University. She has published widely in the field of reflexivity and reflective practice, including guest editing the special issue about "Creative use of self" in the *Psychotherapist* https://issuu.com/ukcp-publications/docs/the_psychotherapist_spring_web and being the main editor of the *Practice-based Research in Therapy: A Reflexive Approach* (SAGE, 2014).

Research Training for Counsellors and Psychotherapists - An International Exploration

How does training prepare counsellors and psychotherapists for research in an international context? In clinical practice, counsellors and psychotherapists rely heavily on their emotional and embodied responses as part of their 'data' gathering. Becoming a therapist involves learning to listen both inwards and outwards. Feeling, 'musing, contemplating, daydreaming, wondering, doubting, guessing, and intuiting' are essential aspects of knowledge generated for what Dallos and Stedman (2008) refer to as 'self-critical and ethical clinical practice' (p.3).

How do counsellors and therapists experience, conceptualise and act on their responses during research? The tensions between 'experience near' and 'experience far' positions in counselling research and the use of personal experience to contribute to knowledge in the field are currently in the spot-light (see for example Bondi & Frewell, 2016; Wright & Wyatt, in press, Bager-Charleson 2014).

Will therapists' epistemological positioning in clinical practice be a hindrance or an asset for the research component of their training? There is an increased expectation on counsellors and psychotherapists to support and improve their practice by using others' and engaging in their own research. We hope to contribute to a discussion about therapists' epistemological positioning as researcher, partly based on recent research into how accredited therapists have experienced overlaps, conflicts and differences between their clinical training and their engagement with research. We will also consider links between clinical training and research from an international perspective, with examples from Malta, Aotearoa New Zealand, the UK and Sweden.

Dr Amalia Madhie is a senior lecturer at Department of Counselling, Faculty of Cognitive Sciences and Human Development, University Malaysia Sarawak, MALAYSIA. She is also a licensed and counselling practitioner in her country. Dr Amalia obtained her PhD in Guidance & Counselling and expands her research interest with the disadvantaged children and family focuses on the mental health.

Salmah Mohamad Yusoff is a lecturer at the Counselling Department, Faculty of Cognitive Sciences and Human Development, University Malaysia Sarawak. She has experience as a school counsellor before working as an academician at the university. As an academia, she combines both face to face learning with e-learning. Her interests are in counsellor education, group work intervention, teaching and learning and e-learning research.

The Paper Mirror: Learning Self from Inside Out through Reflective Journaling among Counselling Students In Malaysia

The aim of this paper is to discuss the reflective journaling in counselling education at the higher level among the counselling students. Journaling becomes an educationally meaningful way for counselling students in order to explore their feeling, cognitive and behaviour. The instrument was designed and proposed for analysing reflective journal entries which provides students with useful methods for reviewing and critiquing connection between experiential learning and practical experience. The findings show that students were able to reflect how concrete or abstract and how cognitive or affective a given journal entry is judged. The process of self-exploration holds promise for developing reflective skills and self-understanding. Reflective journaling is a need and 'a-must-do' by counsellors as journaling is part of self-care or 'a-rechargeable-free tool' for counsellors. To conclude, reflective journaling can be applied in disciplines in which the use of reflective skills is a valuable component in counselling profession.

Manila Franzini, PhD in Education, collaborates with the Centre for Intercultural Studies (CSI) at the University of Verona. She works at the section of International Cooperation of the Lombardy Region and is co-founder of the Centre for developmental psycho-pedagogy (CESI).

Intercultural Competencies and the Process of Change (Le Competenze Interculturali e il Processo di Cambiamento)

The research carried out by the author has dealt in-depth about the recurrent intercultural skills adopted by the collaborators and international operators in their professional and personal life, and the reference framework which constitutes the transformation process in individual persons. Taking part in the research were some collaborators who work in Developing Countries on behalf of Non-Governmental Organizations (NGOs), the Italian international operators who work in the United Nations Agencies WHO and UNDP in Geneva and those responsible for the Lombardy NGOs. The research has analysed the intercultural aspects that emerge from the stories of the collaborators and it has also focused on the provision of indications for the

formative process of individuals. The main reference authors chosen for the study were Martine Abdallah-Pretceille for the intercultural aspects, Darla K. Deardorff for the intercultural skills, Jack Mazirow for the transformation process, and Robert Atkinson for the autobiographical methodology. Part of the study is supported by the experiences shared by ten international operators of the United Nations, through the narrative interview. The interviewees were asked to recount episodes from their daily life in which the subjects think that they adopted intercultural skills. This methodology enabled them to highlight what happens in those moments when the subject experiences strong emotions which contrast with his way of being and his mind-set. In these ruptures which contrast with one's personal view of the world, moments of empathy come to be created which enable a total understanding of the other's worth and mind-set. The stories recounted by the international operators reveal that this is neither a simple nor an automatic process. What is exactly involved in the moment in which one tries to find strategies in answer to situations, in a profitable way for oneself and for the other without incurring a conflict? The research tried to come up with answers to similar and other questions about situations with implicit cultural meanings. The disclosure of the other and the acknowledgement of the value and mind-set of the other, apart from the capacity to create a sharing environment, constitute some of the intercultural skills analysed in the study. The research has outlined a dynamic model of intercultural skills that can be applied to any remit relative to services provided to a person.

Mr Matthew Bartolo, is a counsellor specialising in Sex and Relationships. He is founder of Willingness Malta, a multi-disciplinary team working together to offer professional services related to family; sex; and health. Matthew has presented in numerous international and national conferences and has taught and delivered talks to diverse professional organisations about the importance and way of dealing with sex and sexuality with clients / patients. He is a visiting lecturer on diverse Master level courses in Malta and abroad.

Diagnosis and non-pharmacological treatment for Female Orgasmic Disorder

Female Orgasmic Disorder is the "delay in, marked infrequency of, or absence of orgasm" or "reduced intensity of orgasmic sensations" experienced during sexual activity for a period of six months or more. It can be lifelong or acquired; generalized or situational; primary or secondary (DSM-5 (2013); Meston, Hull, Levin & Sipski, 2004). This review highlights the most successful non-pharmacological therapies to female orgasmic disorders. The PICO question was "How effective are different non-pharmacological therapies (sex therapy & communication therapy, bibliotherapy, contact vs. no - contact with therapist, group vs. individual therapy) in the treatment of female orgasmic disorder?" The review included only systemic reviews or randomized controlled trials published from 2005 onwards, had to directly tackle orgasmic problems in females and be written in the English language. The nine studies that were included were critically appraised using the CASP tools, the SIGN guidelines and the PEDro Scale. After thematic analysis was conducted, four major themes emerged, namely "Sex therapy and communication therapy"; "Bibliotherapy"; "Contact vs. No contact with therapist" and "Group vs. individual therapy". The results suggest that the first theme is the most prominent in the studies included. The recommendations suggested are the need for further studies with larger samples so as to get a more comprehensive view of using non-pharmacological therapies. Pereira et al. (2013) underline the fact that Masters and Johnson (1970); and Heiman and LoPiccolo (1988) practices are still the most commonly used when treating sexual problems. Thus, this questions whether enough effort and research was put into understanding FOD, as these protocols should be reviewed and updated if necessary.

Working Group 2 - Practice and Supervision

Delphi Syndicate Room

Convener

Dr John Pryor-Jones is a Counsellor and Psychotherapist. He practices with Compass a community based counselling and training charity in Liverpool, UK. As a Practitioner-Researcher he leads an International Research Project through IAC into counsellors' hope experiences including Canada's Indigenous community, and Botswana. He has presented at international conferences, training workshops and University courses.

Rapporteur

Ms Sue Webb is presently in private practice as a counsellor, supervisor, trainer and consultant, having worked for 30 years as a Counsellor Educator in New Zealand. She has a publishing record at home and internationally. Sue's professional interests include ethics, the social and political context of counselling, counselling and colonisation, the development of the profession, school counselling, and integrating theories into practice.

John Sommers-Flanagan is a professor of Counsellor Education at the University of Montana. He has over 60 professional publications, including *Tough Kids, Cool Counselling*, (2nd ed., ACA, 2007), *Counselling and Psychotherapy Theories in Context and Practice* (2nd ed., Wiley, 2012), and *Clinical Interviewing* (6th ed., Wiley, 2017, forthcoming).

Dr Ümüt Arslan just completed his doctorate in counselor education and supervision from the University of Montana. He has presented on solution-focused counselling, professional ethics, multicultural counselling at a variety of different international conferences. He worked in schools, special education centres, special programmes, and job corps in Turkey and in the US.

Ethical Beliefs Differences between Men and Women in Counselling

Ethics have changed from a personal code to a public one; ethics were once mostly represented as an individual professional's personal choice, but now are constituted of and codified by laws and specific professional ethical codes. However, personal choices still influence ethical beliefs and choices. This study aims to investigate differences between female and male counselling students' ethical beliefs based on Gibson and Pope (1993) Ethical Practice and Belief Survey. The survey data was collected from 251 Turkish counselling students, and chi-square analysis were used to interpret the data. The results showed, first, compared to female participants, male participants are more likely to continue counselling clients who have failed to pay for their services, and male participants are less likely to use the court system to collect from non-paying clients. Second, female participants' "I don't know" choice is higher than male participants'. Third, unlike previous studies, female participants are more likely to accept dual relationships with clients than males. The interpretation of results also explained how Turkish culture affects men and women differently, and how these differences cause ethical belief differences in counselling between genders. In addition to review of literature on ethics, influences of Turkish culture on the findings were explained by examining gender studies. These differences also show characteristics of Turkish culture related to gender roles, male dominance, women in business, and expectations from women. The researchers also provided information to increase the professional identity of female counsellors, and how equal rights for genders influence counselling ethics according to literature.

Blythe Shepard, PhD is Canadian of British and Mohawk ancestry and a professor in Counselling Psychology at the University of Lethbridge. She is Kanyen'kehà:ka and a member of the Bay of Quinte Mohawk in Ontario Canada, Turtle Clan.

Co-Author: Dr Beth Robinson

Development of Competencies for Canadian Clinical Supervisors in the Counselling and Psychotherapy Profession

Counsellors and psychotherapists view ongoing clinical supervision as the key method for improving professional competence. However, until recently there was little in the way of formal and systematic didactic and experiential training of clinical supervisors in the counselling/psychotherapy profession in Canada. This is particularly true for master's level practitioners, who represent the majority of counsellors and psychotherapists. There is an assumption that a combination of graduate training in counselling and a handful of years of subsequent professional practice represent sufficient preparation for the role of clinical supervisor. One of the greatest challenges with respect to the nascent specialty practice area of clinical supervision in counselling/psychotherapy is that of operationalizing definitions of "qualified" and "competent." The present study was designed in response to anticipated heightened demand for clinical supervision across the country and across the career span (i.e., novice through veteran). An emergent design approach was conducted in two phases: small-sample interviews and a large-scale survey, employing a mixed methods approach to data collection and analysis. The first phase of the project offers opportunity for small-sample, in-depth exploration of perceptions of clinical supervision competence and constituent competencies, while the second phase permits large-scale validation of those competencies. The final yield will be a nationally-validated competency profile for Canadian clinical supervisors in the counselling and psychotherapy profession. In this presentation, phase one results are presented based on interviews conducted with eight experienced supervisors. Specifically, a first draft of the competency profile for Canadian clinical supervisors will be presented. The profile will be of value to counsellor educators in graduate programs, clinical supervisors of pre- and post-degree counsellors, and to researchers. It will be of practical application in formal and informal supervisor self-assessment and assessment by others further establishing clinical supervision as an area of specialty practice in the counselling/psychotherapy profession.

Dr Elena DDV Dragotto is the founder and director of HeskaiHer Institute; director of the three-year Voice Dialogue Counselling Training. She has been practicing and teaching the Psychology of Selves and Voice Dialogue for more than 20 years. "I love my work, I love Voice Dialogue, I love Life".

The Path Toward the Own Uniqueness: Voice Dialogue Counselling

A long track record in Voice Dialogue Counselling taught me that the very nature of counselling lies in the sovereignty of the personal process of each one and therefore absolutely unique and unrepeatable, and it is tied to the personal development of each individual. Voice Dialogue method is totally at the service of the Uniqueness of the human being and its evolution.

The goal of Voice Dialogue Counselling is to allow the client to separate him/herself from behaviour and limiting viewpoints, to expand him/herself discovering his/her inner richness and inner vastness, and consequently experiencing the conscious choice. This process inevitably leads to the greater expression of his/her Uniqueness.

The Uniqueness is our personal gift to life and to others. The inner richness makes us similar with all human beings; the Uniqueness is our personal way of expressing this richness.

Voice Dialogue counselling, through its unique approach of "interview to Selves", promotes a separation from automatic behaviours that guide us and protect us, but also limit us in life. The separation leaves space to the conscious choice that takes into account the different and

opposite inner instances, and that manifests itself in new and creative ways. This allows the approach and the welcome of Uniqueness and its expression in own life. The Voice Dialogue intervention of individual counselling has had as results the acquisition of the tools that allow the client to:

- choose consciously and freely in own life
- expand the ability for respond to events of life
- develop creativity
- leave painful relational patterns in order to have more intimate and satisfying relationships
- discover, accept and express more and more of own Uniqueness.

Working with the aim of encouraging the client into the discovery and the expression of own Uniqueness is, in my opinion, one of the most important counselling tasks for the client and the Humanity.

Emanuele Carbonara is a Counsellor and member of Italian Association of Catechists. After philosophical and theological studies, he specialized in the Faith of Adult Education. He is a PhD student at the Pontifical Salesian University. He is engaged in the formation of Pastoral Agents and Catechists. He co-founded a Society of the Integrated Training Service.

Claudia Montanari is President of the "Università Popolare del Counselling U.P.ASPIC". Trainer and Supervisor in Counselling since 1986. Scientific Director of "ASPIC Scuola Superiore Europea di Counselling Professionale", where she graduated more than 3,000 professionals. In Italy she promoted numerous Scientific Conferences on Counselling and cofounded numerous Professional Associations , eg EAC, SICO, REICO, CNCP.

Lifelong Learning of Pastoral Agents between Workshop-Model and Gestalt-Counselling

The study is the result of my personal experience as a counsellor and trainer at the Pastoral Community San Giustino de Jacobis in Brindisi (Italy), where I am coordinator of the Educational Equipe since 2012.

Specifically, this paper aims to produce, in addition to the main elements of the educational proposal for the pastoral year 2014-2015 (objectives, methodology, content organization, steps, agenda and monitoring), a rethinking about the learning experience based on the Gestalt Contact Cycle. In fact, the working hypothesis that guides the whole reflection is that the training of pastoral agents derives significant benefits if certain "classic" principles of professional training are interconnected with those of Gestalt Counselling. Field experience has shown that the basic tools of the helping relationship and capabilities of attending can increase the level of awareness and understanding of pastoral experiences, generating a better quality of life both of the Pastoral Agents and the pastoral community.

Therefore, at the end of the study we can say that the Pastoral Agents Trainer is configured as a profession whose nature goes far beyond teaching, since it must be able to weave together relational and communication skills with support and training ones, as manager of the learning process and facilitator of personal development.

David M. Kaplan, PhD is a Past President of the American Counselling Association and its current Chief Professional Officer. Dr Kaplan's publications include one book, nine book chapters and 38 journal articles. He has conducted 300+ presentations on such topics as ethics, professional issues, family counselling, and counselling association management.

The Development of a Consensus Licensure title and Scope of Practice in the United State.

31 counselling organizations in the United States collaborated to address a critical issue in our country: the lack of uniformity for licensing standards across 50+ jurisdictions. This problem impedes licensure portability, hinders professional identity, and confuses the public. The Building Blocks to Portability Project focused on developing a standard licensure title, scope of practice, and set of education standards that the profession of counselling could propose to state licensing boards. A modified Delphi model was utilized to help the 31 organizational delegates

come to consensus. The delegates were able to come to consensus on a licensure title and scope of practice but not on a set of education requirements. The outcomes were:

- Licensure title: Licensed Professional Counselor
- Scope of Practice:

The independent practice of counselling encompasses the provision of professional counselling services to individuals, groups, families, couples, and organizations through the application of accepted and established mental health counselling principles, methods, procedures, and ethics. Counselling promotes mental health wellness, which includes the achievement of social, career, and emotional development across the life span, as well as prevents and treats mental disorders and provides crisis intervention. Counselling includes, but is not limited to, psychotherapy, diagnosis, and evaluation; administration of assessments, tests, and appraisals; referral; and the establishment of counselling plans for the treatment of individuals, couples, groups, and families with emotional, mental, addiction, and physical disorders. Counselling encompasses consultation and programme evaluation; programme administration within and to schools and organizations; and training and supervision of interns, trainees, and pre-licensed professional counsellors through accepted and established principles, methods, procedures, and ethics of counselor supervision. The practice of counselling does not include functions or practices that are not within the professional's training or education. This is the first time that the profession of counselling in the United States has agreed upon one licensure title and one scope of practice.

Dr Suzanne Mudge, a professor at Texas A&M University – San Antonio, received a PhD in Counsellor Education and Supervision from St. Mary's University. She is a Nationally Certified Counsellor (NCC), Nationally Certified School Counsellor (NCSC), Licensed Professional Counsellor (LPC), LPC Supervisor, and a state certified School Counsellor.

Examining and Processing Emotions: Enhancing Counsellor Development within the Supervision Setting

Supervised practicum/internship experiences serve as capstones within graduate counselling programs. Counsellors-in-training can be surprised by the wide-range of personal emotions felt when working with clients. According to Batten and Santanello (2009), "Therapists' emotional self-awareness may provide important benefits in the conduct of psychotherapy and is thus an appropriate and important focus of clinical supervision" (p. 148). Therapists aware of their own emotions are likely to be more sensitive to emotional experiences of their clients (Machado, Beutler, & Greenberg, 1999). Therefore, the processing of supervisee emotions can be a valuable part of counsellor training (Batten & Santanello, 2009).

Accepting that attention to emotions promotes learning, self-awareness, and skill development for counsellors-in-training (Naude, van den Bergh, & Kruger, 2014; Mega, Ronconi, & De Beni, 2014; Pekrun et al, 2002), a qualitative design was used to determine whether emotion-focused activities would enhance the development of counselling students. Emogram, an interactive self-report computer program, was used to measure and track eleven basic emotions experienced by counselling students before and during practicum experiences. Changes in emotion scores were analysed in conjunction with practicum experience narratives to inform/assist counsellor development. Emotion quality, engagement, and accountability scores were analysed and used to assist students with processing of unpleasant emotions.

Study findings include:

- 1) Skill insecurity produced stress for the counsellors-in-training.
- 2) Skill insecurity created emotional shutdowns for some counsellors-in-training.
- 3) Negative affect due to frustration with clients was acknowledged.
- 4) Exercises designed to help counsellors recognize and process emotions lessened in-session experiential avoidance for counsellors-in-training.
- 5) Counsellors-in-training confirmed that the processing of emotions provided added value to the supervisory experience.

Results confirm that the processing of emotions within the supervisory setting provides opportunities for students to be open to supervisor input and guidance, thus enhancing professional and skill development opportunities for students.

Nona L. Wilson, Ph.D., LCPC, has been a counsellor educator for 22 years. She is a Core Faculty member in the Counselling Programme at The Family Institute at Northwestern University. Her professional duties are divided among teaching and advising for the on-campus programme and serving as a staff therapist.

Ms Laura Vaughn is the Director of Operations for Northern Pines Community overseeing 300 therapists and practitioners at Mental Health Centre, located in Central Minnesota, USA. She also is a Clinical Lecturer for the Family Institute with Northwestern University, Evanston, Illinois.

Dr Nate Perron currently serves as a core faculty member and Director of Clinical Training with the online Master in counselling programme with Northwestern University, USA. He maintains a private counselling practice, and specializes in international counselling, children and adolescents, couples and families, police and first responder wellness, and spiritual issues.

Supervision: A Tool for Promoting Psychological Flexibility In Counsellors-in-Training

Bernard and Goodyear (1988) identify clinical supervision as the “crucible” of counsellor education. Since that time, research on supervision and its role in counsellor development has greatly expanded. Unfortunately, less attention has been given to Bernard's recommendation that trainees be prepared to receive supervision—and we know that trainee nondisclosure is a normative and problematic aspect of supervision (Farber, 2006). Moreover, Ladany et al (1996) and Mehr et al (2010) explored what supervisees do not disclose and why they do not disclose it. Typically, nondisclosure is anxiety related. This presentation addresses the research question, “How can we help trainees manage their anxiety during supervision in ways that will promote their ability to become reflective practitioners?”

Goals of this presentation are: 1) review the literature on counselor supervision as well as key aspects of psychological flexibility; 2) describe on how to promote psychological flexibility to help trainees manage anxiety and make best use of supervision; 3) examine how strategies for increasing “workability” and cognitive diffusion (Russ Harris, 2009) can help supervisees both during supervision and in session with clients; and 4) outline how supervisors can benefit from using such strategies themselves when working with challenging supervisees. Methods in the workshop: Participants will work with case examples, generate possible strategies using the presented principles, and leave with specific strategies for incorporating psychological flexibility skills into their supervision practices. International counselling concepts play a crucial role for advancing the counselling profession throughout the world and meeting the tremendous mental health needs that exist (Hinkle, 2015). Closing the gap on mental health service continues to be the focus of many counselling entities in light of the emphasis placed by the World Health Organization and subsequent institutions (NBCC –I, 2011, WHO, 2012).

Various locations around the world have a variety of responses to counselling theory and approaches (Ponterotto, Casas, Suzuki, & Alexander, 2010). As counsellor education becomes increasingly available globally through online venues (Wathan & Kleist, 2015), this study explores the influence of counselling theoretical approaches applied. Important gaps are identified regarding the lack of content for the integration of counselling theory with international counselling concepts. The method of research is focused on evaluation of content in the professional literature, particularly international journals and publications. Suggestions for future research with international online counsellor education are also discussed.

Dr Marlene Cauchi lectures within the Department of Counselling at the University of Malta; where she also supervises trainees. She is a counselling psychologist, with a focus on working with refugees, domestic and sexual abuse victims, addictions, and group work. Her research interests include faith and spirituality, group co-leadership, and holistic care for refugees.

Through a Glass Darkly: Investigating Non-Religious Therapists' Meanings of Religion

The aim of this workshop is to present an overview of a phenomenological research study carried out amongst non-religious counselling psychologists and psychotherapists. Participants will be invited to engage in a reflexive exercise around their own experiences of organised religion, in an attempt to become aware of their pre-reflective meanings and values. This is important, given the extent of research showing the impact of our own values on our work with clients. Findings from the study will be presented, including the origins of therapists' meanings of religion, as well as their beliefs and experiences around their work with religious clients. In particular, we will be discussing the perceived incompatibility between psychology and religion. This workshop will benefit participants who wish to heighten their awareness of their own values, and reflect on how it is to work with clients holding conflicting views to their own.

Dr Melanie DeMarco lectures and supervises trainee-counsellors at the Department of Counselling, within the Faculty for Social Wellbeing at the University of Malta. She is an accredited counsellor with the British Association for Counselling and Psychotherapy (BACP). She is also a chartered psychologist and an Associate Fellow of the British Psychological Society (BPS).

Assessing and Promoting Psychological Wellbeing among Healthcare Employees in Malta

Two studies conducted over several years in the field of psychological wellbeing within the National Health System in Malta will be presented. The first study aimed at assessing the psychological wellbeing of all the healthcare employees working within the NHS in Malta while the second study aimed at promoting psychological wellbeing with a small group of physiotherapists working within an NHS Outpatients Clinic in Malta.

The possibility of emancipatory change through empowerment, drawing from a Participatory Action Research (PAR) design will be highlighted. Additionally, values of Action Research which are congruent with the core ethos of counselling will be outlined. The two studies incorporated a detailed assessment of the context and the lived experience of the people being studied and then brought about a change in the situation for the better through co-participation and empowerment of the research participants. The experience of conducting this research has enabled the researcher to further develop the value of pragmatism as a way of appreciating the use of both quantitative and qualitative research methodologies.

Pragmatism also allowed the researcher to embrace methods that were appropriate and is thus resonant with the value system of the researcher to be driven by the aims of the research. Empowerment as a recurring theme within the two studies will be highlighted.

Working Group 3 - Resilience

Pythia Syndicate Room

Convener

Ms Sharon Marinelli, is a qualified nurse with over 28 years' experience working in various clinical, operational and educational roles in the public and private sector. A full time assistant lecturer UOM. She also completed her Master's degree in counselling in 2012. She is interested in narrative ideas and research in surrounding the lived experience of chronicity.

Rapporteur

Mr Karl Coleiro has always worked in state secondary schools. In 1999 he became a guidance teacher in a Cottonera school. In 2010 he became a college counsellor at St Benedict College where he was responsible for the counselling services till 2015. Today he works at the Education Psycho-Social Services at the Department of Student Services, where he is responsible for the counselling services in all state schools.

Ms Nicolette Camilleri, has experience as a counsellor in a post-secondary school and works in a private practice. She is a visiting lecturer with the Department of Psychiatry and Medicine and the Department of Counselling at the University of Malta. She has worked on research projects about Asylum Seekers with UNHCR and UOM. She is a former member of the Executive Council of MACP and National Foster Care Association.

Nurturing Attachment and Letting Go: Counselling Foster Parents Living this Paradox

This research seeks to establish how counselling can help foster carers deal with the paradox of creating a healthy attachment with the children in their care whilst preparing them to be reunited with their biological families, if and when this occurs. Literature on foster carers depicts how they experience ambiguous emotions when children are placed in their care. The research gives a voice to the foster carers to tell their stories that would otherwise remain untold. The qualitative methodology adopted in this research uses narrative inquiry with three Maltese couples who are foster carers. Autoethnography by the researcher, a foster carer is also employed. The participants will listen to the findings presented in poetic stanzas narrate a journey of ambivalent and ambiguous emotions that foster carers experience in their daily lives. This shows that foster carers do indeed live the paradox of attachment and letting go from the moment the children are put in their care together with a series of other experiences that are also shared. Literature concludes that counselling can help foster carers deal with this paradox by helping them gain a better understanding of themselves, their attachment styles and internal working models. Counselling also helps them deal with past unexplored losses such as unborn children, childlessness and 'empty nests'. Recommendations are presented in the final chapter of this work, all of which are based on the findings and which can be utilised for further research in the field of foster care.

Ms Anna Catania started her career in the Health Sector by obtaining an honours degree in nursing and then furthered her studies with a Masters in Counselling Degree. She has particular interest in working with clients facing chronic illness and cancer and believes that during illness the psychological and emotional needs of all the family need to be addressed.

Body Image and Breast Cancer in Young Women

The Malta National Cancer Registry indicates that breast cancer is the most common cancer in Maltese women. Although young women are a small percentage of the number of cases diagnosed, research suggests that breast cancer in this population can be more aggressive and their quality of life poorer than their older counterparts. Treatment of breast cancer involves various interventions over a period of time, including breast surgery and oncological therapy. These treatments, alone and in combination, produce a number of different side-effects. Body image changes can include partial or complete loss of one or both breast through breast

surgery, scarring, the need to wear a breast prosthesis, loss of sensation in breast and nipple, alteration in limb mobility and lymphedema. On the other hand chemotherapy presents various assaults on body image including hair loss, weight changes, skin and nail discolouration. Premature menopause (due to hormonal treatment and chemotherapy) is another difficulty that can cause high levels of distress due to its impact on a young woman's sexuality and emotional state.

Radiation, given alone or with chemotherapy can cause skin reactions and discolouration. All these factors can contribute to difficulties in the woman's sense of self and body image. In young women with breast cancer, body image difficulties can lead to difficulties in sexuality, fertility and motherhood. This paper will explore current research on the subject of body image and breast cancer in young women in an attempt to highlight the importance of counselling and psychotherapeutic interventions when working with this client group.

Dr Ishu Ishiyama specializes in multicultural counsellor training, anti-discrimination and prejudice reduction methods, peace and reconciliation work, and Japanese Morita therapy for anxiety treatment. He is Associate Professor of Counselling Psychology and the Director of Clinics and Practica at the University of British Columbia, Canada. He is originally from Japan.

Co-Author: Dr Masahiro Minami

Active Witnessing Strategy for Reducing Prejudice and Discrimination: Implications to Counsellors and Educators

Prejudice, stereotypes, and discrimination can seriously threaten the wellness of individuals and groups and destabilize multicultural society toward the oppression and marginalization of minorities in a negative spiral. Displays of prejudiced attitudes and discriminatory treatments are often observed in various social situations where offenders, receivers/victims, and bystanders are involved directly or indirectly. The inaction and silence of bystanders contributes to the maintenance of the existing social injustice and discrimination against minorities, resulting in a vicious circle of hurt, fear, anger, retaliation, and escalated inter-group conflicts over generations.

Ishiyama (2000, 2013) has proposed a Model of Active Witnessing with four stages in social engagement: (a) dis-witnessing (dis-engagement), (b) passive witnessing, (c) active witnessing, and (d) ethical witnessing with social action, and developed a competency training programme (i.e., the Anti-discrimination Response Training or A.R.T.). This presentation will explore: (a) how prepared and willing people would be to intervene in social situations where they observe prejudice and discrimination, based on the author's recent survey study, (b) what might be effective ways of increasing observers' readiness and competencies for intervening constructively using the interpersonal strategy of "active witnessing," and (c) what implications this strategy has to counsellors and educators in terms of inter-group conflict resolution and their professional roles and social responsibilities. Specific details of the active witnessing training programme and its impacts on training participants will also be discussed.

Dr Nate Perron currently serves as a core faculty member and Director of Clinical Training with the online Master in counselling programme with Northwestern University, USA. He maintains a private counselling practice, and specializes in international counselling, children and adolescents, couples and families, police and first responder wellness, and spiritual issues.

Youngest survivors: Identifying Concepts for Combating Child and Adolescent Trauma Experienced by Refugees during International Crisis Events.

The world increasingly looks to the mental health community to provide answers and responses to local and international crisis events that occur every day. Whenever events of this nature occur, children and adolescents experience the greatest likelihood of suffering trauma reactions (Centre for Disease Control, 2012; World Health Organization, 2012). The 2015 refugee crisis presented an unprecedented international event with political, moral, and psychological

ramifications. No group is likely affected greater than the young people that endured the scars of war, perilous travel, and social stigmatism that occurred (Betancourt et al., 2015). Understanding factors influencing the treatment and recovery of refugee young people may offer insight regarding how to approach similar crisis events (Akoury-Dirani et al., 2015) such as school shootings, mass genocide, and abducted child soldiers.

The goals of this presentation are: 1) to understand counselling concepts important for recognizing and treating child and adolescent trauma, 2) to identify unique challenges evident among young refugee populations, 3) to examine the most useful approaches for treating child and adolescent trauma among refugee populations, and 4) to evaluate ways in which similar concepts may be applied to other child and adolescent crisis events. The key research question is, "How might concepts for understanding trauma among young people and managing refugee concerns be integrated to provide counselling support for young people in ongoing international crisis events?"

The presentation identifies concepts for treating child and adolescent trauma, and further information targets issues, concerns, and treatments for supporting refugee populations. Understanding both trauma counselling and refugee concerns offers professional counsellors necessary information for supporting children, adolescents, and their families through the challenges experienced by many international refugees. The method of research is based on the professional literature, particularly counselling and psychology publications. Suggestions for future research with refugee children and adolescents are also discussed.

Matthew Scurfield left his formal education behind with no qualifications.... On a wing and a prayer, he found some relative success as an actor, built a house, taught yoga and with his wife Lena raised a family in the UK. For the last 14 years he and Lena have resided in Gozo.

Marked Difference

How can we as teachers and students rekindle the passion and creative spark for learning? How do we empower and inspire children when they can't or won't cooperate? Are we just going through the motions in the hope of a future and a job? Is it them, us, or the machinery? Can we hold our corner, when the rules and regulations tell us otherwise? Do we really have no choice? Come and explore and hopefully shine some light on these fundamental questions, with actor and writer Matthew Scurfield.

Ms Marie-Claire Cauchi is a Youth Worker (BA (Hons) Degree in Youth and Community Studies) with particular interest in young people and delinquency. In 2012 she researched "Juvenile Delinquency in Malta: A Longitudinal Perspective" which outlines the dynamics and patterns of young adult crime in Malta. In 2015, her research named "Behind Closed Doors: The Creation and Experience of the Female Prostitute" unravels the contingencies related to female prostitution in Malta.

Behind Closed Doors: The Creation and Experience of the Female Prostitute

This study attempted to unravel the contingencies related to female prostitution in Malta: what triggers off prostitution, what are the factors related to continued engagement in prostitution, and possible desistance. By taking a life history career approach, the researcher examined the lived experience of the research participants' engagement in prostitution from late adolescence to adulthood. To this effect, participants were encouraged to reflect upon the research questions noted above retrospectively. Recruitment was effected through purposive sampling. The research participants were females, adults over 18 years of age, and with a history of prostitution. For the purpose of this study five semi-structured interviews were carried out with females who have a history of prostitution. Findings revealed a number of factors which are believed to influence the engagement of females in prostitution. The family resulted to be a very prominent contingent in this regard, including the exposure to prostitution through family members. Relationships with peers, and problematic experiences at school also played a significant role. The link with substance abuse, violence and the domination of pimps

over prostitutes also emerged while scrutinizing the experience of the research participants' engagement in sex work. The idea of sex workers as a subcultural community and sex work as a career also emerged. The study's implications for youth work practice include the provision of outreach in areas with a high concentration of delinquent behaviour where those young people who are considered as hard to reach will be offered youth work services within their own community where they can be more reachable.

Dr Amanda Bezzina is a PSCD teacher at St Margaret College and a Visiting Assistant Lecturer within the Department of Youth and Community Studies and the Department of Counselling at the University of Malta. She is the President of the Malta PSD Association. Her areas of research are: Personal and Social Development, Youth work, Holistic Education, Employability, Wellbeing and Generic competences.

Resilience within the Personal and Social Development Practice: Its Presence and its Contribution to the Holistic Wellbeing of Young People

The PSD Practice refers to a set of opportunities which are holistic in their educational approach, focus upon generic competences, and place the active learning of the student at the heart. The aim of this paper is to explore how resilience is included within the PSD Practice throughout the Maltese Education System. It also presents the way how this practice contributes to the wellbeing of young undergraduate students. With reference to seven theoretical orientations: the positive, humanistic, critical, progressive, constructivist, developmental and contextual philosophical, sociological and psychological, the paper defines the PSD Practice, explains the way resilience is included within the practice and provides data that suggests whether it truly addressing the holistic development of the students. Empirical data derives from an internet search, a set of semi-structured interviews held with stakeholders from the University of Malta and a set of questionnaires answered by University of Malta undergraduates. In summary, evidence suggests that students would like to have more PSD Practice throughout the entire Maltese Education System, hence more opportunities where they can develop their resilience. In addition, they repeatedly stressed the point that the PSD Practice must be aimed towards wellbeing and not utilitarian aims, which are inspired by neo-liberal discourse and politics, in which the need for performance and achievement pervades.

Fleur Blanco started out as a social worker and eventually graduated as a youth and community worker. Following this she started a post-graduate course in psychotherapy going on to study Counselling at Masters Level. Recently she has been working with men and women who have engaged in criminal activities and who were actively seeking to make changes in their lives.

Milestones in the Trajectory of Female Problematic Drug Users

An interplay of factors may contribute to the initiation, maintenance or desistance of problematic drug use (PDU) that can occur at any stage of a girl's or woman's life (Covington, 2000). This study investigated the milestones in this trajectory and the meaning that female problematic drug users attribute to this life experience. To this effect a series of in-depth interviews were conducted with female problematic drug users. Research participants were recruited through purposive sampling. Requirements for participation were that participants were at the time of interview undergoing residential rehabilitation, over 18 years old and identified with problematic drug users. Findings from this study indicate that experiencing or being exposed to trauma and/or violent situations together with mental health problems were the main contributors to initiation and maintenance of PDU. Other important factors to both initiation and maintenance of PDU for women were the influence of their family of origin (female problematic drug users who were exposed to problematic drug use in their family and whose family's attitude towards drug use and sex work is lenient are at greater risk) and choice of romantic partner. Motherhood and the realization that all areas of their life are being negatively affected by the problematic use of drugs transpired to be the main motivators to exit their trajectory and seek desistance. Being of service to others and helping others through the life knowledge they acquired from their experience seems to give women who desisted

from problematic drug use meaning in life. Findings from this study also highlight the importance of gender segregated treatment as women claim that this gives them safety and empowers them to talk about their past and personal issues. Lastly women claim that when counsellors truly understand their lived experience as problematic drug users they feel freer to talk about their issues and feel less judged and more supported.

Ms Amy Camilleri Zahra is currently an MPhil candidate at the University of Malta and her dissertation is about the social representations of disabled women. She is an assistant lecturer in the Department of Disability Studies at the University of Malta. Her research interests include counselling and disability; and the intersectionality between gender and disability.

Counselling and Disability: An Understanding of Maltese Counsellors' Social Construction of Disability

Counselling is generally recognised by disabled people as a valuable service. The United Kingdom's Derbyshire Coalition of Disabled People (DCDP) has in fact identified counselling service as one of 'the seven needs' of disabled people, among: information, housing, technical aids and adaptations, personal assistance, transport and physical access (Davis and Mullender, 1993). Nevertheless, disabled people form a particular client group which is often avoided by counsellors. The principal aim of this study is to gain an understanding of Maltese counsellors' social construction of disability. This study aims to understand how Maltese counsellors construct the meaning, experience and the psycho-social implications of disability based on their social interactions. It also aims to look at the language that Maltese counsellors use in order to construct their own vision of the reality that their disabled clients inhabit. The participants for this study were six Maltese counsellors, one male and five females. The data were collected by means of individual semi-structured interviews and analysed using Thematic Analysis. The findings indicate that the social construction of disability among Maltese counsellors is influenced by three main forces, namely the international and national politics of disability, the Maltese social and cultural aspect, and the counsellors' professional training and cultures of practice. The combination of these three forces creates a certain tension, which has led to contradictory discourse throughout the interviews.

Working group 4 - Transcultural Counselling

Dodona Syndicate Room

Convener

Jessica Bertolani, PhD (Science Education and Continuing Education), is a specialist in school counselling. She coordinates and teaches on the Master in Counseling in educational services at the University of Verona. She is Assistant Professor and member of the International Centre for school counselling at the University of Massachusetts. Co-creator of the project I am ready on self-directed learning for elementary and middle schools in Italy and abroad.

Rapporteur

Joanne Vella, is a trainee-counsellor reading a Master of Arts in Transcultural Counselling. She currently holds a Bachelor of Psychology awarded by the University of Malta. She was previously employed as an Learning Support Educator, teacher and a tutor for children within the Autism Spectrum Disorder. She is interested in social justice and cultural issues in counselling.

Ms Ellna Zalkalne. A desire to help and understand people was present in Ms Zalkalne from a young age, which led her to graduate from the University of Malta with a Bachelor's degree in Psychology, and later, a degree of Master of Arts in Transcultural Counselling. She currently works as a school counsellor. A large portion of her work includes community outreach and advocating for minorities.

The Relationship between Racial Identity and Privilege Awareness among Maltese University Students

Increasing multiculturalism in the world's population has given rise to a melting pot of cultures, opinions and attitudes, resulting in positive and negative consequences on societies. Individuals have been forced to reconsider their identities and privileges when confronted with others from different groups, ethnicities and ideologies. This study was carried out with the aim to explore the relationship between racial identity and privilege awareness in Maltese university students, as well as to explore which demographic variables indicated a strong relationship between racial identity and privilege awareness. It employed a quantitative correlational research method by compiling a questionnaire including two US constructed scales which were revised for the Maltese population – the Oklahoma Racial Attitudes Scale and the Awareness of Privilege and Oppression Scale-2, and a section on participant demographics. 212 Maltese born university students completed the questionnaire, the results of which were analysed using SPSS. Bivariate correlations showed a significant positive relationship between racial identity and privilege awareness ($r = 0.234$, $p > 0.001$), and positive correlations were found in other variables. The data suggests that Maltese students are aware of their racial identities as well as their privileges, and that specific demographic groups show higher awareness of both.

Dr Bill Borgen has conducted research and has developed programmes regarding life transitions and career development for several years. His work has been translated and adapted for use in several countries. In 2011 he received the Stu Conger Award for leadership in career development in Canada. Bill is a member of the IAC Executive Council.

Dr Marla Buchanan is a Professor in Counselling Psychology in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia. She holds the Royal Canadian Legion Professorship and is the Executive Director for the Centre for Group Counselling and Trauma. Her clinical and research interests include studies in military trauma.

Dr Ishu Ishiyama specializes in multicultural counsellor training, anti-discrimination and prejudice reduction methods, peace and reconciliation work, and Japanese Morita therapy for anxiety treatment. He is Associate Professor of Counselling Psychology and the Director of Clinics and Practica at the University of British Columbia, Canada. He is originally from Japan.

Cultural Infusions and Shifting Sands: How Indigenous and Immigrant Youth Make Career Decisions

The changing economic and social landscape challenges the career development opportunities of all Canadians. This has resulted in a shift in the decision-making process of job seekers, and a labour market less sensitive to the needs of groups that may be vulnerable and marginalized. There is a population boom among Indigenous peoples, and immigration accounted for more than one half of Canada's population growth between 1996 and 2001. Both unemployment and underemployment levels among these two groups are higher than the national average. Nevertheless, many immigrant and Indigenous young adults do well in spite of the challenges. Our presentation will report the initial results of a qualitative study with immigrant and Indigenous young adults who report doing well with their career decision making. The first part of the study utilized a narrative/life review methodology to investigate what participants mean by 'doing well' with their career decision making processes. The second part of the study utilized the Enhanced Critical Incident Technique to study what has helped and hindered them in doing well making their career decisions, and what would have helped them do well making their career decisions if it had been available to them. The presentation will focus on participants' descriptions of their decision making processes and what promoted and got in the way of them doing well with their career decision making. Implications of the results for policy, practice and further research will be discussed.

Dr Matthew L. Lyons is an Assistant Professor of Counselling and Graduate Counselling Program Coordinator in the Department of Educational Leadership, Counselling, and Foundations at the University of New Orleans (UNO). He earned his Ph.D. in Counsellor Education from Ohio University.

Barbara Herlihy, PhD, is University Research Professor at the University of New Orleans, USA. She has practiced as a counsellor in varied settings, including schools, community agencies, and private practice. She is author or co-author of three current textbooks and numerous journal articles, primarily on ethics, multiculturalism and social justice, and feminist therapy.

Ms Anita M. Pool is a doctoral candidate in Counsellor Education at the University of New Orleans and is a nationally certified school counsellor with over 11 years of professional school counselling experience. Anita has co-taught internationally and has presented at numerous professional conferences on topics related to school counselling.

Ms Katie Fetzer, LPC, NCC, has worked in multiple settings including outpatient mental health agencies, schools, research centres, and hospitals. Katie currently works at a private practice and psychiatric hospital, where she provides counselling and crisis stabilization services to clients. Katie's research interests include mental health policy and globalization.

Leadership in the Counselling Profession: Preparing Transculturally Competent Leaders

As the globalization of counselling continues to occur at an accelerating pace, counsellor educators are faced with an increasing need to train counsellors to be globally competent counselling professionals (Herlihy, James, & Taheri, in press). Counsellor education programmes are exploring ways to tailor their teachings to deal with the ever-changing needs of our profession internationally and address the growing demand for counselling services that are both effective and transculturally appropriate (Lau & Ng, 2014). As internationalization accelerates, there will be a pressing demand for globally competent leaders.

Organizations often struggle to find capable and qualified leaders (Wilson & Lau, 2011). Counsellors serving in leadership roles often find themselves underprepared (Curtis & Sherlock, 2006). These realities support the growing insistence that organizations have an intentional mechanism for identifying and developing leadership talent (DeRue et al., 2011).

The development of the counselling profession around the world has seen its share of skilled leaders. The inclusion of leadership in the accreditation standards reflects the growing interest

in equipping doctoral students to be pioneers and professional trailblazers (Lyons, 2012). Yet, research shows that leadership is the least emphasized domain in counsellor education programmes (Zimpfer, 1999; Kostohryz, 2011).

The purpose of this presentation is to present the results of this grounded theory qualitative study looking at leadership development in the counselling profession through the eyes of Counsellor Education programme chairs and coordinators. The study sought to understand how programme coordinators and chairs define leadership and integrate it into their programs. Each of ten participants was interviewed for approximately two hours. They provided insight into the qualities of effective leaders in the counselling profession and suggestions for leadership development in counsellor education programs. The presentation will highlight the theory that was developed, make recommendations for future research, and offer research-based suggestions for developing leaders.

Ms Marla-Gabriele Doublesin, M.A. TCouns. (Umd & UoM), Cross-Cultural Community Counsellor, visiting member of therapeutic team of Prof. H. Bahary, HoD of Psychiatry, Al Azhar University, Egypt and Psychology Assistant at Corradino Correctional Facilities, Malta. Mara-Gabriele has extensive practical experience of working with people hailing from Middle Eastern and Sub-Saharan African countries.

Multicultural Exposure and Its Challenge for Counsellors: Understanding and Helping Families and Individuals Hailing from War-Torn Countries

In the year 2010 the United Nations High Commissioner for Refugees (UNHCR) reported that 42 million people around the globe have lost their homes due to war, fear of violence and civil unrest (UNHCR 2010; Doublesin, 2013). Today, in January 2016 UNHCR reports that nearly 60 Million people have been "driven from their homes by war and persecution" (UNHCR, 2016). In June 2015, Somine Sengupta, a reporter from the New York Times spoke about an "unprecedented global exodus that has burdened fragile countries with waves of newcomers and littered deserts and seas with the bodies of those who died trying to reach safety" (Sengupta, 18. June 2015). And the numbers are rising. This does not only affect socio-cultural dynamics of individuals and society of the relevant host countries but increases social inequity which has a great negative impact on the psycho-social development of the individual, which in turn can revert back into society in a negative way (Cuccioletta, 2001; Doublesin, 2013; Lee 2007).

Considering the above, the roles of Counsellors became more complex in the sense that they not only must understand their clients in their specific cultural context (Lee, 1999), but they must also be stress-hardy and flexible, so as to skilfully discern how to effectively help their clients. Based on the outcomes and insights of her study Maria Gabriele will address in her talk, issues Counsellors will meet when dealing with clients presenting problems that are far beyond the Counsellor's field of experience. The audience will also gain deeper understanding about identity of refugees, empathy, aspects of socio-cultural integration and the meaning of culture in a broader sense.

Dr Matthew L. Lyons is an Assistant Professor of Counselling and Graduate Counselling Program Coordinator in the Department of Educational Leadership, Counselling, and Foundations at the University of New Orleans (UNO). He earned his Ph.D. in Counselor Education from Ohio University.

Angela James, LPC-S, M.Ed., is the Director of the Office of Disability Services at Southeastern Louisiana University in Hammond, Louisiana. She also provides mental health Counselling and supervision through her private practice. Angela is currently pursuing her Doctorate in Counselor Education from the University of New Orleans and has had the opportunity to present at a number of regional and national conferences on multicultural issues, Counselling globalization, and counsellor advocacy.

A Qualitative Study of Spirituality in the Context of Multicultural Counselling Courses

The counselling profession increasingly validates the role of spirituality and religion in human development. Cashwell and Young (2011) call spirituality a universal human capacity. In addition, we increasingly embrace the culturally embedded nature and diversity of spiritual and religious expressions. Richard Watts (2011) compares religion to the counselling fields' theoretical traditions suggesting that they are "socially embedded and relationally distributed." Scholars point to the developmental nature of spiritual and religious identities and call for increasing attention given to religion and spiritual awareness as part of cultural competence (Moore-Thomas & Day-Vines, 2008).

This study emerged from the researchers' interest in the design of multicultural counselling courses. More specifically, the researchers wanted to understand if and how professors include spirituality and religious issues in their multicultural counselling courses. The researchers conducted a qualitative study using a grounded theory framework. Preliminary data was presented last year at IAC. As a result of the overwhelming interest of the roundtable participants the researchers expanded participant pool by increasing the number of participants and including more international participants. The researchers used a semi-structured interview guide. The questions were designed to understand the participant's ideas about spirituality and religion in the context of multicultural competence and how it may or may not be included in their course(s). Each interview was transcribed and coded according to Charmaz (2006). In addition to the interviews, each participant was asked to provide their course syllabi, which provided additional data.

This presentation will present the results of the qualitative research including how the participants understand spirituality and religion in the context of multicultural competence and provide insight into their inclusion or lack of inclusion of the topic in their multicultural counselling course. The presentation will address both the implications and limitations and make recommendations for future research.

Ms Jenny Rowett is a Counsellor, Board Member of CCPA, Instructor and PhD student at UNB. She is currently working with Indigenous Scholars and Elders at the Mi'kmaq-Wolastoqey Centre and in local First Nation communities; both in her doctoral research and in the creation of an Indigenous Counselling programme at UNB.

Co-Authors: Mr Chris Brooks, Dr Albert Marshall & Dr Murdena Marshall

Cultivating Two-Eyed Seeing: Creating Hope and Clarity through Conversations between Indigenous Elders and a Euro-Canadian Researcher.

The majority of Canadian counsellor education programmes are offered at the graduate level, and are located in Faculties of Education within universities. The predominant approach that is taught in these programmes is the Western worldview of counselling which often fails to take into account the holistic understanding of health and the central place of spirituality that is present in Indigenous communities. This failure is incongruent with the value placed on culturally sensitive counselling competencies found in those same programs. Furthermore, many counselling theories fail to address societal issues of racism, oppression, and marginalization which are issues that are particularly salient for many Aboriginal clients. Although limited, the existing research on the integration of Indigenous knowledge and practices into counselling by both Aboriginal and non-Aboriginal practitioners has produced positive results.

Two-Eyed Seeing (Etuaptmumk), is a theoretical approach brought forth by Mi'kmaq Elders Albert and Murdena Marshall from Eskasoni First Nation in Atlantic Canada. The purpose of Two-Eyed Seeing is to learn to see from one eye the strengths of Indigenous knowledge, and from the other eye the strengths of Western science, and learning to utilize both eyes mindfully together, for the benefit of all. It promotes the embracing of the contributions of both Indigenous and Western "ways of knowing" or worldviews. This narrative inquiry explores the meaning of Two-Eyed Seeing through conversations between Indigenous Elders and a Euro-

Canadian Indigenous researcher. To cultivate Two-Eyed Seeing, self-awareness, having an accurate sense of one's positioning in mainstream culture, integrity, humility, self-compassion, and a courageous spirit were determined as being essential. This presentation will describe the theory and findings, and important questions that were raised in these conversations: (a) Who am I? (b) Where do I come from? (c) Why am I here? (d) Where am I going?

Ms Nicolette Schembri, is a Transcultural counsellor born and raised in Malta. She has experience working with the Maltese refugee population, particularly in areas which involve advocacy, and is currently working as a school counsellor in one of the most diverse colleges in Malta. Nicolette is a supporter of human rights across all borders, retired gymnast and wannabe yogi.

Moving to the West: Exploring the Lived Experience of Gender Socialisation among Female Refugees Residing in Malta

Individuals internalize their conceptions of masculinity and femininity from their culture, a process referred to as gender socialization. Therefore, culture has a direct impact on an individual's perceptions of masculinity and femininity (Harris, 1997). Research highlights that 80% of women seeking asylum originate from non-western, patriarchal societies, where men typically dominate the political, economic and social decision making processes (UNHCR, 2013). Upon resettlement, women are left with the challenge of adapting to their newly found independence and responsibility to care for themselves, their children and other children in their community. Often, many female refugees are ill-prepared for the responsibilities that come with this newly found independence (Phan, Rivera & Roberts-Wilbur, 2005). This study aimed to explore this acculturation process and aimed to get to the heart of the female refugee lived experience; how they were raised as girls in their country of origin, the experiences they faced on a daily basis and if their gender roles and norms have been challenged and/or changed as a result of resettlement in Malta. This study also examines the implications of counselling refugee women during this acculturation process. Using interpretative phenomenological analysis, the study explores the lived experience of four female refugees who have migrated from the African continent to Malta as a result of forced migration. The study explores pre-migration gender roles and norms and delves into pre-migration female empowerment and plans for the future. It also illustrates the potential pitfalls of stereotyping refugee women as disempowered and uneducated, and the barriers that such prejudice may create for integration. It highlights the importance of cultural competence when working with this population and the importance of adopting a systemic perspective valuing an individual's historical context. Finally, the study presents a potential model to counselling refugee women which is based on Bronfenbrenner's (1979) ecological model. This study is based on a Master's dissertation.

Dr Nathan (Nate) Perron currently serves as a core faculty member and Director of Clinical Training with the online Master in counselling programme with Northwestern University, USA. He maintains a private counselling practice, and specializes in international counselling, children and adolescents, couples and families, police and first responder wellness, and spiritual issues.

Nona L. Wilson, Ph.D., LCPC, has been a counsellor educator for 22 years. She is a Core Faculty member in the Counselling Programme at The Family Institute at Northwestern University. Her professional duties are divided among teaching and advising for the on-campus programme and serving as a staff therapist.

The Global Classroom: Integrating Concepts of International Counselling with Counselling Theory Constructs for Meaningful Online Counsellor Education

The world continues to shrink with widespread use of the internet and social media. Because many Universities have turned to online venues for providing education, working to ensure a quality academic experience becomes an important endeavour for educators and administrators alike. With the classroom no longer limited by proximity and space, educators have the potential for supporting and training counselling students on an international scale. Goals of this presentation are: 1) understand counselling concepts important for international

counsellor education, 2) understand current contributions of counselling theory impacting counselling practice and online education around the globe, and 3) explore ways online counsellor education can provide an internationally relevant foundation when integrated with core counselling theory. The presentation addresses the research question, "How does the professional counselling literature describe the influence of integrating concepts of international counselling and counselling theory for developing quality online counsellor education?" International counselling concepts play a crucial role for advancing the counselling profession throughout the world and meeting the tremendous mental health needs that exist (Hinkle, 2015). Closing the gap on mental health service continues to be the focus of many counselling entities in light of the emphasis placed by the World Health Organization and subsequent institutions (NBCC –I, 2011, WHO, 2012). Various locations around the world have a variety of responses to counselling theory and approaches (Ponterotto, Casas, Suzuki, & Alexander, 2010). As counsellor education becomes increasingly available globally through online venues (Wathan & Kleist, 2015), this study explores the influence of counselling theoretical approaches applied. Important gaps are identified regarding the lack of content for the integration of counselling theory with international counselling concepts. The method of research is focused on evaluation of content in the professional literature, particularly international journals and publications. Suggestions for future research with international online counsellor education are also discussed.

Ms Jenny Rowett is a Counsellor, Board Member of CCPA, Instructor and PhD student at UNB. She is currently working with Indigenous Scholars and Elders at the Mi'kmaq-Wolastoqey Centre and in local First Nation communities; both in her doctoral research and in the creation of an Indigenous Counselling programme at UNB.

Co-Authors: Ms Kiraz Johannsen, Dr Dawn Penner, Dr Kim Hollihan & Ms Kimberly Young

Global Partnerships Committee: An innovative effort of the Canadian Counselling and Psychotherapy Association to connect globally.

During 2015, the Canadian Counselling and Psychotherapy Association (CCPA) created the Global Partnerships Committee. The purpose of the Global Partnerships Committee is to assist CCPA in creating increased global engagement with similar professional counselling and psychotherapy associations and related organizational bodies. This Committee monitors events, certifications, and membership processes from other organizations and educational institutions, in relation to the Canadian context. This committee is also interested in identifying international counselling-based needs, and responding from a place of innovation and action. In keeping with these objectives, the Global Partnerships Committee was asked to contribute to the formation of the Indigenous Roundtable at the IAC annual conference. The Global Partnerships Committee is comprised of four CCPA Board members, a CCPA National Office representative, and a CCPA professional member. The structure, benefits and challenges of forming this unique committee will be discussed.

Presentation Learning Objectives:

1. Development and purpose of the Global Partnerships Committee.
2. Discussion of the progress and vision of the committee.
3. Introduction of our first project: IAC Indigenous Roundtable.

Working Group 5 - Youth Sibylle Syndicate Room

Convener

Esnaty Obetile is the President for Botswana's Counselling Association. She is living in Botswana and is currently employed by the Ministry of Education and Skills Development as a School Counsellor. She also forms part of the Ministry Team of Counsellors conducting School Interventions, Paediatric Care and Training, a researcher for Teacher Capacity Building program, and sits on various committees of the Ministry.

Rapporteur

Ms Miguela Cassar is currently reading a Master of Arts in Transcultural Counselling. In 2014 she graduated from a Master's degree in Philosophy. Her dissertation focused on the phenomenology of the person and intersubjectivity. She now hopes to focus her studies and research on youths and children.

Dr Andrew Azzopardi is a Senior Lecturer and Head of Department at the University of Malta. His lecturing and research focus on inclusive education, sociology, disability politics, youth & community studies. He has published extensively in these fields. He is a Member of the Editorial Panel of the highly acclaimed International Journal of Inclusive Education and has edited a special edition called Creating Inclusive Communities.

Young People Manoeuvring in the Religious Feast in Malta

'Young people, young at heart, inclusive feasts' is a paper that is the outcome of an EU-funded research project that attempts to underlie the main debates around the engagement of young people in one of the most popular phenomenon that is grounded in villages, towns and communities in Malta. This paper attempts to conceptualize the main discourses and seeks to explore whether feasts can also become an opportunity to ensure participation in the community thus ensuring active citizenship. In this research I have engaged young people between 15 and 30 years old via a survey they filled in anonymously on-line. The outcomes of this research showed that young people are still very much interested in the feast culture and participate actively. However, there are indicators that this tradition might expire if we do not provide the necessary infrastructure and mechanisms to ensure that the band clubs that host most of these young people have the necessary support. The obliteration of the feast culture will suggest that certain crafts, brass bands and socialization opportunities will go to waste.

Dyslexic Teen Dialogue. Andrei Azzopardi, Valentina Farrugia, Michael Formosa, and Kurt Mizzi are dyslexic youth following post-secondary education. They are part of a group who have come to embrace their profile of strengths and challenges, address the challenges and joys of further learning. They have moved from asking for support to becoming advocates and self-advocates. They are ambassadors and advocates for other youth with a profile of dyslexia. The group - Dyslexic Teens Dialogue (DTD), (Facebook page <https://www.facebook.com/DTDMalta>, website www.dyslexicteensdialogue.com) hold monthly meeting for other youth with dyslexia - the Dyslexia Inspiration Youth (DIY). They participated in the Erasmus+ Mobility Project presented in this study. They are currently involved in a second ERASMUS project with European Youth with Dyslexia.

The Use of Counselling Skills for Self-Advocacy – Listening to the Dyslexia Teens Dialogue Group

We are a group of youth with a profile of dyslexia. We would like to present our work and experience on self-advocacy. Our experiences have already been published with SAGE Publications (Antonelli et al., 2014). Through the use of a video which we produced in collaboration with the Department of Counselling, Rotary International La Vallette and The Bigger Picture, we would like to have the opportunity to share our experiences with helping professionals in order to enable them understand the needs of youth with a profile of dyslexia.

During our experience, we had the opportunity to reflect on our behaviour and raise self-awareness with adults who were counsellors. This helped us clarify our thoughts and to progress from having our parents and professionals as our advocates to self-advocate. The video, together with a handbook we produced with a group of Italian youth with dyslexia and our published paper, will serve as a platform to create a discussion.

Professor Liberato Camilleri studied Mathematics and Statistics at the University of Malta. He received his PhD degree in Applied Statistics in 2005 from Lancaster University. His research specialization areas are related to statistical modelling. He is presently the Head of the Statistics department at the University of Malta.

Ms Niamh Donoghue has a Master in Transcultural counselling and a Master in School psychology, Counselling Psychology and Counsellor Education. She is also a Research Officer at the Department of Counselling at the University of Malta.

Dr Ruth Falzon is a lecturer within the Department of Counselling at the University of Malta. Her areas of expertise include Personal and Social Development, and Learning Disabilities. Her research interests include PSD, Dyslexia, Quality of Life, performance auto-ethnography and counselling. She is on the Executive councils of MACP, IAC, MPSDA, MDA and EDA.

Dr Dione Mifsud is Head of the Department of Counselling at the University of Malta and IAC President. He designed a Master's Counselling programme and an international Masters programme in Transcultural Counselling offered by the University of Malta. His research interests include topics around counselling ethics, counselling supervision and transcultural counselling.

Evaluating the YiXue Educational Programme (YEP): Listening to Voices of Different Stakeholders: A Case-Study Approach

The aim of this Research Project was to explore the effectiveness of the Wei Ling Yi Method on the psychosocial profiles of students with Specific Learning Difficulties (SpLD)/Learning Disabilities (LD) and to elicit the relevant recommendations for further research, implementation and policy as elicited from the data. The programme being evaluated is the YiXue Education Programme (YEP). YEP utilises the Wei Ling Yi Method and is designed and run by the YiXue Centre in Nossen, Germany. In Malta YEP is co-ordinated by the YiXue Life Cultivation Malta Association. The YiXue exercises referred to by the participating youths and parents form part of the YiXue Culture: the Culture of Oneness. They were developed by Master Wei Ling Yi and they are part of the traditional knowledge of his family and Masters. Master Wei Ling Yi regards this as a new pedagogical approach. In order to ensure an objective evaluation, the research team neither met Master Wei Ling Yi and his team nor observed or attended any of his session up to the date of submission of this report. The findings yielded positive results as reflected by student-participants, their families and their schools. Links to the literature were carried out in the findings and discussion chapter in order to allow for a totally open approach to the evaluation and recommendation as yielded from the data presenting in the conclusion of this report.

Ms Sylvana Zammit Pulo is an Assistant Head of school and part-time visiting lecturer at the University of Malta. Her academic and teaching background is in Personal and Social Development. Over the past scholastic year she has been working on the setting-up of a new post-secondary educational project GEM16+.

Overcoming School Failure – Setting-up a New Post-Secondary Learning Centre – GEM16+

The definition of school failure has an extensive definition according to the Organisation for Economic Cooperation and Development (OECD). The perspective which will be addressed throughout this presentation is that school failure is 'apprehended from an individual perspective as failure of a student in obtaining a minimum necessary standard or, in the extreme, dropping out' (OECD, April 2010). This case study will outline the setting-up of a post-secondary learning centre GEM 16+ (Guze Ellul Mercer) and how aspects to support and assist students in overcoming school failure were addressed. The role of the pastoral care

team will be discussed with the focus being on empowering students both within and outside the classroom. Students were supported both academically and psychologically throughout in order to turn a potentially 'negative' situation into a positive, enriching one for life. Some observations, decisions, systems adopted and outcomes will be discussed throughout the presentation.

Ms Adele Muscat. After achieving a first Degree in Psychology, Adele went on to specialise in Sport Psychology at the Manchester Metropolitan University. She is currently the sport psychologist at the National Sport School and the Malta Football Association. Adele is currently pursuing a PhD at the Liverpool John Moores University.

Co-Authors: Dr Mark Nesti, Dr David Richardson & Dr Martin Littlewood

Preparing Young Footballers for Migratory Transitions: An Action Research Study

The reconnaissance phase of an action research study on 12 male Maltese football players that had made the migratory transition to play professional football overseas indicated that players' experienced several challenges. These ranged from difficulty in coping after leaving a sheltered upbringing and family life in Malta, to living alone abroad and trying to establish themselves within the highly pressurized environment of European professional football. Players migrating from a small island also face the difficulties associated with the island mentality and community feeling. Thus it was felt that young Maltese footballers should be prepared better for possible migration. Through data collected from a number of focus groups conducted with nursery head coaches, football coaching staff at the Malta National Sports School, parents of the academy national team, as well as parents of players who had already made the migration, an action research strategy was developed to prepare young upcoming footballers attending the National Sports School. This also included , footballers forming part of the junior squads at the Malta Football Association as well as parents of these players. The action plan, which is still on-going, focuses on the psycho-social support and development of young players, parental education, as well as experiencing migration in collaboration with key national football associations. This action research project is based on a Doctoral Thesis.

Prof. Oyaziwo Aluede is Professor of Guidance and Counselling and Dean of the Faculty of Education at the Ambrose Alli University, Ekpoma - Nigeria. He received Ph.D. in Guidance and counselling from the University of Benin, Nigeria. He's the outgoing National Editor of Counselling Association of Nigeria. Prof. Aluede has over 150 publications to his credit.

Co-Authors: Dr Osumah Obaze & Prof. Austine Ojugo

Socio-Demographic Variables Predicting Knowledge, Attitude and Practice of HIV Voluntary Counselling among Secondary School Adolescents in Edo State- Nigeria

The study assessed the socio-demographic variables predicting knowledge, attitude and practice of HIV voluntary counselling among secondary school adolescents in Edo State. This was a descriptive study based on survey research design. 1988 secondary school adolescents were sampled from across secondary schools in Edo State using multi-stage stratified simple random sampling technique. A validated instrument titled "Knowledge, Attitude and Practice of HIV Voluntary Counselling Questionnaire (KAPHVCQ)" developed by the current researchers with the assistance of experts was used to gather information for the study. The instrument was content validated by experts. The analysis yielded the following results among others: adolescents in secondary schools in Edo State had good knowledge and positive attitude towards HIV voluntary counselling, and the majority of the adolescents in secondary schools in Edo State had not participated in HIV voluntary counselling. Also, the study found that there was a significant positive relationship between secondary school adolescents' knowledge and attitude towards HIV voluntary counselling, and there was a significant negative relationship between secondary school adolescents' knowledge and practice of HIV voluntary counselling. Based on the findings of the study, the following recommendations were made among others: government should put policy in place to provide free HIV voluntary counselling for adolescents

aged 10-18 years in schools; adolescents undertaking HIV voluntary counselling in these schools should be given token as reinforcers as a way of encouraging more adolescents to undertake HIV voluntary counselling; school counsellors should intensify efforts through enlightenment campaigns on the need for students to participate in HIV voluntary counselling and HIV/AIDS education and HIV voluntary counselling training should be incorporated into the secondary schools curriculum.

Ms Trine Natasja Sindahl, certified MSc in Psychology. Since 1995 she has worked with, researched into and developed anonymous counselling – by telephone, chat, SMS and F2F. Today Trine is a doctoral fellow at Copenhagen University doing a PhD project at the Danish Child Helpline "BørneTelefonen". **Publication: *Chat Counselling for Children and Youth*, 2013:**<https://bornsvilkar.dk/sites/default/files/Chat-Counselling-for-Children-and-Youth-a-Handbook-of-Trine-Natasja-Sindahl..pdf>

Empowering Children through Technology – A Naturalistic Study of Impact and In-session processes in the SMS Counselling Service of the Danish Child Helpline

Child helplines all over the world have been using technology to reach children in need since the 1970s. Texting (SMS) and using Social Network Sites (SNS) is the social glue in many children's and youths' peer relationships. It makes sense to apply SMS technology to social services that target children and young people in a way that is in line with how the target group would prefer to use this technology. This research project aims to develop a validated method for dialogue-based counselling for children and youth through text messaging technology in the context of child helpline work. It will do this by investigating the microlevel processes that occur during SMS counselling sessions. Improvements in the effectiveness of SMS counselling will depend on a better understanding of therapeutic processes characteristic of this form of delivery. Data consist of transcripts of approximately 1.000 SMS counselling sessions with children at the Danish child helpline. A content analysis (Neuendorf, 2002) is applied. Counsellor behaviour is compared with outcome measures in order to establish which counsellor behaviours and intervention styles are related to better outcome. The children participating in the study answers an End-session and a two week Follow-up Questionnaire. The children are contacted through the SMS technology used for the counselling sessions ensuring that the children remain anonymous throughout the entire study but still connecting the children's answers to the specific session. Outcome measures focus on three main outcomes: 1) Wellbeing, 2) Empowerment, 3) To be heard. Data are gathered from Medio 2015 to ultimo 2016.

F. Ebru İkiz is Associate Professor from Dokuz Eylül University, Buca Education Faculty, Division of Psychological Counselling and Guidance, Izmir. She is co-author several books related to counselling for adolescent and modern counselling. She recently published a book called *Theories in Counselling and Psychotherapy and Modern Approaches*.

Zohre Kaya is an assistant professor at Van Yuzuncı Yıl University. She has a doctoral from the field of psychological counselling and guidance. For many years, she worked as a guidance teacher at several schools which are affiliated to the ministry of education in Turkey.

Esra Asıcı works at Dokuz Eylül University of Buca Education as a research assistant. Her division is psychological counselling and guidance. She continues her doctoral studies at the same division. Her research interests are forgiveness, psychological wellbeing, and internet addiction.

Dr Ümüt Arslan just completed his doctorate in counselor education and supervision from University of Montana. He has presented on solution-focused counselling, professional ethics, multicultural counselling at a variety of different international conferences. He worked in schools, special education centres, special programs, and job corps in Turkey and in the US.

Problematic Internet Usage and Psychological Wellbeing of Adolescents

In recent years, researchers began to focus on positive aspects of mental health in the field of counselling and have studied intensively the concept of wellbeing, a positive aspect of mental

health. Psychological wellbeing (PWB), a type of wellbeing, is related to the actualization of human potentials. In addition, the Internet becomes an important part of daily routine for everyone, and Problematic internet use (PIU) is a growing problem in adolescents. PIU, is commonly defined by symptoms associated with addiction, including excessive and compulsive use, tolerance, withdrawal, and impairment. Individuals with PIU use the Internet compulsively, continuing a pattern of excessive use despite adverse consequences or self-imposed limits. In this study, the aim was to investigate the relationships between levels of PIU and adolescents' psychological wellbeing PWB. Besides, the effects of (a) having a psychological problem, (b) seeking help attitudes, and (c) receiving psychological support or not on PWB and PIU of adolescents were examined. The population for this study consisted of 518 adolescents from high school students in Izmir, Turkey. Relationships between Problematic Internet Usage Scale (PIUS) scores, Psychological Wellbeing Scale-Adolescent Form (PWBSAF) scores, and a demographic questionnaire were analysed. The researchers standardized PWBSAF during present study. According to results, PIU scores were found statistically significantly higher on a) male adolescents than female adolescents ($t(511) = -2.92, p = .01$), b) adolescents who have psychological problems than others who do not have psychological problems ($t(306.11) = 4.03, p = .00$), and c) adolescents who don't get help and try to solve by own than others who seek helps ($t(511) = -3.33, p = .00$). The effect sizes of differences between groups were medium. Consequently, problematic internet usage influences ideas of adolescents' receiving and asking for psychological support from external dynamics, especially female adolescents. Counsellors who specialized to work with adolescents might acknowledge the importance of clients' internet usage behaviours.

Dr Cirecle West-Olatunji, Ph.D. is an associate professor of Counselling in the Division of Education & Counselling at Xavier University of Louisiana and serves as director of the Center for Traumatic Stress Research. Her investigations focus on the impact of systemic oppression on socially marginalized individuals, families, and communities.

Dr Jeff D. Wolfgang is a clinical mental health counselor in Jacksonville, FL. Dr Wolfgang has a strong research methodology background and is trained in marriage & family and clinical mental health counselling with a focus on pediatric counselling issues. His research explores the relationship between traumatic stress and attachment for young children.

Co-Authors Dr HeeDae Kim & Ms Kaifang Zheng

School Counselling From a Global Perspective: Building a Cross-national Theory

Over the past four decades, school counselling has emerged in multiple countries to meet the vocational and socio-emotional needs of school children (Hohenshil, 2010; Ng & Noonan, 2012; Wingfield, Reese, & West-Olatunji, 2010). In today's environment, many youths around the world are experiencing numerous challenges, such as school violence, bullying, suicide, substance abuse, and persistent underachievement (Lee & Yang, 2008), that have common traits and complexity involving diversity, intensity, and duration (Im, 2013). Additionally, some segments of the student population experience persistent disproportionality in their academic achievement and schooling experiences (Goodman, Miller, & West-Olatunji, 2012; [Korean] Ministry of Education [MOE], 2012). Because countries vary in perceptions and approaches when addressing the challenges that children face, a transcultural lens was used to allow for critical analysis of common beliefs that transcend borders (Jaidka, 2010). Beginning with a historiography of the evolution of school counselling, the presenters will discuss the dominant school counselling models in both countries and then share the findings from our cross-sectional comparative study. Our study offers universal norms for school counselling to fit the current globalization era. Although S. Korea and the U.S. differ in history and socio-cultural context, both countries have many common features in their educational systems, particularly the school counselling program. The findings of our study suggest that, while there may be universal elements of school counselling that transcend national priorities, it is still important to develop school counselling programmes that are responsive to the unique needs of a society. We include three suggestions for policy makers to ensure that school counselling programmes are built to sustain quality of service provision to schoolchildren.

POSTER PRESENTATIONS

Poster 1

Christopher Eriksson M.A, PhD is a British citizen in practice as an Adlerian educator with Neuro-Diverse adults in Ontario. He graduated in Physics from Imperial College and has a PhD in Biomaterials Science. He has published in Nature, New York Academy of Sciences, Biomedical Materials Research, Individual Psychology, and Clinical Orthopaedics.

Wellbeing and Creativity – An Outcome of Individual Resonance and Community Feeling

Gemeinschaftsgefühl (taking an interest in the interests of others, and a feeling of belonging, connectedness) is the central personality trait for psychosocial wellbeing in Adlerian psychology. One definition given by Adler is "to see with the eyes of another, to hear with the ears of another and to feel with the heart of another." Adler placed Gemeinschaftsgefühl above nearly all desirable traits of character, and linked its absence to nearly all undesirable traits. Associated with courage and a growth mind set, it leads to a feeling of oneness and harmony.

Like our body parts and organs that are integrated to work together for the common good of the whole body, Adler sees human nature and nature more broadly connected together as in a greater whole. Using an analogy from cellular biology, Adler writes about Gemeinschaftsgefühl as though it is a pluripotent cell differentiating into all forms of love: love of family, sexual love, love of nature, art, science.

This presentation shows that the creative moments described by the world's greatest scientists and artists are an outcome of an orderly and harmonious feeling of resonance as understood by the physics of matter and music, and consistent with Adler's feeling of community.

Creativity, originality, and genius may therefore be viewed as wellbeing that is highly focused to a given end, and therefore potentially available to all. This must include special needs/neuro-diverse children and adults like Stephen Hawking who is living proof of this, and which our own group work is confirming.

We are all part of the harmony, coherence, and resonance found in matter and in music. The great scientists and artists discovered this. As counsellors we can find it ourselves, and then help others to find it. Music can help here!

Poster 2

Dr Tiziana Ramici Assistant Professor Assistant Professor - Work and Organizational Psychology, UKE - Kore University of Enna. Her research interests include job recruiting; vocational designing; Diversity Management. She is member of the Italian Psychology Association (AIP), the Italian Society for Guidance (SIO) and of IHRT - International Hope Research Team.

Professional Values and Code of Ethics of Career Guidance.

The goals: This paper aims to describe some of the highlights of the Code of Ethics (American Counselling Association, Aca) during the counselling practices in which wellbeing is a positive outcome. Research questions: What are the possible effects on career trajectories?

Theoretical framework: The insecurity situations arising from organizational dynamics compromised the central phase of career, characterize more and more by boundless working experiences, prompting people to rethink life project, values and beliefs (Power & Rothausen, 2003; Ramaci, Alario & Santisi, 2014). New relevance have practices for guidance - vocational and career counselling. The lack of guidance skills is correlated to a risk of failure and exclusion which is reflected in a support of professional and flexible counselling (Guichard & Huteau, 2001). Due to the sensitivity of the issue, to monitor potential threats and curb the negative results of advisory work, are an increasing number of companies that choose to adopt a code of ethics that expresses their commitment to respect the rules of professional practice and procedures designed to promote the well being and strengthening of personal resources. Limitations: This is not an easy aspect to be pursued, because the work is less and less oriented to tangible asset, and increasingly a tool that performs many of the psychological and social functions (e.g identity and prestige). Conclusions and discussion: The knowledge of a code of ethics should be a permanent point of departure for every professional orientation. Adopt a code of ethics is equivalent to assuming a reliable and responsible behavior and, therefore, recognize the value of responsibility of individual choices.

Poster 3

Ms Trine Natasja Sindahl, certified MSc in Psychology. Since 1995 she has worked with, researched into and developed anonymous counselling - by telephone, chat, SMS and F2F. Today Trine is a doctoral fellow at Copenhagen University doing a PhD project at the Danish Child Helpline "BørneTelefonen". **Publication: Chat Counselling for Children and Youth, 2013:**<https://bornsvilkar.dk/sites/default/files/Chat-Counselling-for-Children-and-Youth-a-Handbook-of-Trine-Natasja-Sindahl..pdf>

Empowering Children through Technology

Motivation and main research question: Child helplines all over the world have been using technology to reach children in need since the 1970s. Texting (SMS) and using Social Network Sites (SNS) is the social glue in many children's and youths' peer relationships. It makes sense to apply SMS technology to social services that target children and young people in a way that is in line with how the target group would prefer to use this technology. This research project aims to develop a validated method for dialogue-based counselling for children and youth through text messaging technology in the context of child helpline work. It will do this by investigating the micro-level processes that occur during SMS counselling sessions. Improvements in the effectiveness of SMS counselling will depend on a better understanding of therapeutic processes characteristic of this form of delivery. Data consist of transcripts of app. 1.000 SMS counselling sessions with children at the Danish child helpline. A content analysis (Neuendorf, 2002) is applied. Counsellor behaviour is compared with outcome measures in order to establish which counsellor behaviours and intervention styles are related to better outcome. The children participating in the study answers an End-session and a two week Follow-up Questionnaire. The children are contacted through the SMS technology used for the counselling sessions ensuring that the children remain anonymous throughout the entire study but still connecting the children's answers to the specific session. Outcome measures focus on three main outcomes: 1) Wellbeing, 2) Empowerment, 3) To be heard. Data are gathered from medio 2015 to ultimo 2016.

Poster 4

Ms Jane Frank Nalubega, Academic Programmes Manager at Mildmay Uganda, Training and Educational Directorate with a specialization in Counselling specifically for vulnerable and afflicted human populations. Currently a PhD candidate in Geriatric Psychology and interested in research on the elderly including behavioural disorders among people staying with elderly persons; Runs a Geriatric Respite Centre in Uganda.

Co-authors: Prof. Seggane Musisi, Dr Joyce Bukirwa Ssessanga & Mr. Christopher Ddamulira

Counselling as a Part of Holistic Approaches for Elderly Interventions

The total number of older persons in Uganda increased from 1,196,439 in 2005/06 to 1,304,464 in 2009/10 (UNPHS, 2013). This increasing numbers and an elongated life span signal the need for counselling services to a population overlooked. To advocate for counselling as part of holistic care of elderly persons in Mildmay Uganda. The continuity theory states that the elderly do not have to change their lifestyles, behaviours, or identities, but maintain consistency in personality beliefs, and relationships so as to remain active (Atchley, 1989). Counselling can help maintain social equilibrium and stability leading to good decision making thus "normal" aging. Why is Counselling seen as a best practice intervention for the elderly? Role transitions and losses heighten the vulnerability of the elderly. It is sighted that vulnerability of the elderly as influenced by social exclusion, prejudice and discrimination, including lack of socio-legal protection, overlaps with other developmental issues (Zelenev, 2008). Good counselling services can lessen the psychological turmoil experienced. This was an interventional study aiming at establishing what defines quality of life among the elderly. Face to face interviews using questions derived from the WHO-QOL BREF instrument were conducted. The questions required the elderly to state how they experienced certain aspects in the past four weeks. 82 participants were interviewed as part of the study. Major causes of discomfort reported included; unemployment which is not taken significant coupled with normal difficulties facing any job seeker, discrimination, stereotypical attitudes, changes in their abilities, and a negative self-image. Older persons are reluctant to disclose information and view counselling with doubt, suspicion, and anxiety. The majority of the elderly need holistic interventions to relieve stress. Counselors should treat them with respect while emphasizing their strengths not weaknesses, helping development of independence while diminishing dependence, and encourage decision making and action taking during counselling interventions.

Poster 5

Mr Stephen Camilleri is a Personal, Social and Career Development (PSCD) Education Officer within the curriculum management and e-learning department of the Department of Education in Malta. His brief includes monitoring of PSCD, development of Syllabi and CPD Training and recruitment. He is a school counsellor by profession. His particular areas of interests are PSCD, Counselling, career guidance and dyslexia. Stephen also gives lectures at the University of Malta to education and psychology students. Mr Camilleri is also a member of the Malta PSD association.

Prof. Deborah Chetcuti is an associate professor in Science Education at the Faculty of Education, University of Malta. Her research interests include assessment and examinations, learning and assessment in relation to students with a profile of dyslexia, inquiry based learning, the use of storytelling and drama in science and reflective practice.

Dr Ruth Falzon is a lecturer within the Department of Counselling at the University of Malta. Her areas of expertise include Personal and Social Development, and Learning Disabilities. Her research interests include PSD, Dyslexia, quality of life, performance auto-ethnography and counselling. She is on the Executive councils of MACP, IAC, MPSDA, MDA and EDA.

The Experience of Students with Dyslexia Sitting for their SEC and MATSEC Examinations: Listening to their Voices

This study explored the experience of Maltese students with a profile of dyslexia sitting for their SEC and MATSEC examinations. These examinations are highly selective and channel and certify students based on ability (Sultana, 1996; Buhagiar & Chetcuti, 2013) and their set up brings more



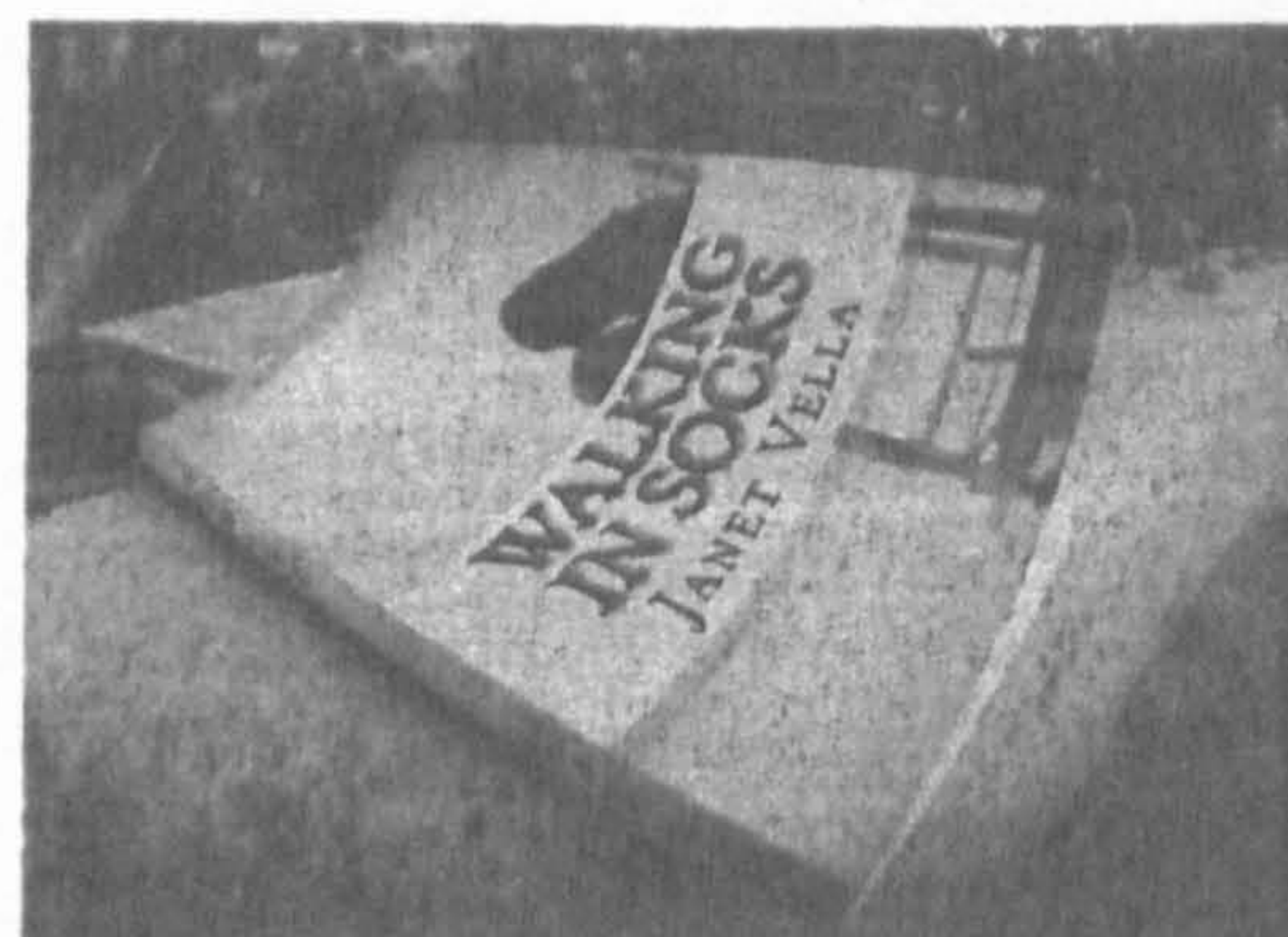
pronounced challenges for these students. There is very little literature on the point of view of students with dyslexia (Pollak, 2005). This study attempted to address this lack of 'student voice'. Individual audio-recorded interviews and type/written narratives allowed participants to express themselves in their own time and provided a life history narrative that enables us to understand the assessment story through their eyes (Goodson, 2013). Participant Mark reflected "I wonder how many great minds were lost simply because the type of intelligence and ideas they had were not the ones the examiners wanted." Mark's identity and self-worth are being determined by examinations and ascribed to him by examiners who might not understand him or what he really stands for. Participants expressed anger, dismay and sadness at the barriers these examinations were creating. They could not demonstrate what they know and can do. Their recommendations tally with literature and evidence-based practice on policy and implementations.

Poster 6

Ms Janet Vella. Movement Mentor, Yoga and Dance Artist and Creative Writer, I am the proud author of *Walking in Socks* and founder of KORA7. Malta, India and the UK gave my teaching practise a beautiful platform and I have diverted from a long career in Dance to the more therapeutic side of Yoga and Therapy. Breakdowns and breakthroughs have given me the boldest expertise and credentials and also positioned me gracefully in the seat of the healing sector and the mission is to use all that lays behind me to propel individuals towards growth.

Walking in socks

I find this to be the most appropriate moment to bring all my happenings to share and change lives. A silent way of speaking to my audience, letting them draw in as much strength and transformation as they so wish, from every word and event they can relate to. If all the sufferings that happened to me in my last years were to be used to change only one life, then my work is done. There were two sides of me writing this book: the part of me that was open to the flow of expression with no inhibitions or voices, aiming to give away the minute details of each story; and the other part that wanted to cocoon and protect from spreading my life to the point of transparency. Voices arose; judging, mocking and deterring me away from the ultimate scope. Others that propelled me into one pointed focus. Yes of course this is a tell all; but not because I just want to expose. It is that deep inner, innate knowing that a word or an event can ignite something in someone's life, right when they need it. The realization that my experiences came to me for a reason, forced my pen to scribble.



Most moments came to me because I simply but unconsciously asked for them. Others happened because I wasn't switched on and needed a wake-up call. So with as many tiny memories, recalled and thought of, I write in full compassion of my instinctive ability to make a difference, through bold expression and interaction. I believe this life has given me the humble opportunity to meet any individual wherever they may be in their journey. I spiral in stories that show the subtle reluctance that I had to move away from being in contact with my stagnant comfort zone into unsteadiness and total expansion. Transitioning from dark to light reflecting new steps, new dreams and even fluffier skies - this is my enchanted journey of transformation. It is my story related in backward motion of events starting from the very beautiful present moment to the tenderness of my childhood that was scattered with fleeting moments of joy drowned by lasting days of gloom.

Along the way of my physical and emotional recovery, I had to deal with the demons of my shattered soul, past karmas and wounds that were gaping open. The process of spiritual healing has changed the way I look at life, the way I choreograph my days and my steps, how I live and what I teach. Many times I found myself on the brink, being pulled back to safety with

angelic forces, the kind that inject you with the determination to turn the most bitter lemons into the sweetest lemonade. My story starts right here, right now at this very present breath. It is where I stand tall. Writing backwards is due to a memory that has chosen to stray. The many things that I went through, perhaps, molded a protective wall to keep me guarded. I may have subconsciously chosen to block or forget certain events that tore my being to shreds.

During the writing of this book, there were days an event would jolt me up at night and I had to wake up and write in fear of totally disremembering details by morning. This is a peak in my closet, a secret passageway to my journal, my stumbles and life on this plane. My parents, the child that I lost, the brokenness, the written aches, letters to those who destroyed, words from my diary, Yoga, Dance, deadly silence, death, suicide, motherhood, womanhood, love, fragility and life; one word, one event, one experience at a time, I share it all with the world.

Poster 7

Dr Asude Malkoç is an assistant professor at the Division of Psychological Counselling and Guidance in Trakya University, Turkey. She received her master's degree from Hacettepe University in 2005 and PhD from Marmara University in 2011. Both degree were from the area of Psychological Counselling and Guidance. Her current research focuses mainly on positive psychology (subjective wellbeing, resilience, coping) and school counselling (academic self-efficacy, test anxiety).

Dr İlhan Yalcın is an associate professor at the Division of Guidance and Psychological Counselling, Ankara University, Turkey. He had been a visiting scholar at the University of North Carolina at Greensboro in 2007-2008. His current research focuses mainly on premarital counselling, positive psychology, counsellor education, and seeking psychological help behaviour.

From Mindfulness to Wellbeing: The Role of Emotion Regulation Strategies

The purpose of this study was to investigate the role of emotion regulation strategies in the relationship between mindfulness and psychological wellbeing. For this purpose, a structural model was proposed. In this model, it is hypothesized that mindfulness positively predicts cognitive reappraisal in emotion regulation, and negatively predicts suppression strategy of emotion regulation. It is hypothesized, also, that cognitive reappraisal in emotion regulation positively predicts, and suppression strategy of emotion regulation negatively predicts the psychological wellbeing. A total of 551 university students participated in the study. The Mindful Attention Awareness Scale, The Emotion Regulation Questionnaire, and The Flourishing Scale were used to collect the data. The structural equation modelling method was used to analyse the data.

The results of the analysis confirmed the proposed model. Accordingly, mindfulness both directly and indirectly through cognitive reappraisal and suppression strategy of emotion regulation predicts psychological wellbeing. The findings suggest that mindfulness and emotion regulation strategies have considerable effects on the psychological wellbeing.

Poster 8

The Dream Catcher

As counsellors and therapists we are collaborators in a process of positive change with our clients. Counselling is a humble and discreet profession embedded in confidentiality and the counsellor's job is complete when the client is ready to move on. The inspiration for this study came out of an element of professional curiosity: How do secondary school students describe their experience of the counselling process? Student-participants who had engaged in a counselling process for over six months were asked to use any media to express their

experience. All chose drawing, whilst one chose poetry and prose. These students agree that counselling made a difference in their lives. It was a process of collaboration between counsellor and student. They concentrated more on new skills gained from the process. The power of writing and how through this skill one's own stories and narratives can be re-edited into more functional realities was also reported. The participants chose the dream catcher as the title of this project as this symbolises the process wherein they come in touch with themselves and work towards achieving their dreams.

A special thank you goes to the guidance team and staff at St Theresa college for assisting the students with their work; and to Ms Sandra Cortis, Service Manager and Mr Victor Agius, Principal of St Theresa College for their continuous support.

ENTERTAINMENT

Opening Ceremony

Compère

Michelle Zerafa is just completing her Master in Counselling after graduating in Psychology and obtaining a Post Graduate Certificate in Education in Personal and Social Development from the University of Malta. As a trainee-counsellor she had the opportunity to work with adolescents, children, adults and couples. She also worked in the fields of online interventions, a correctional facility, domestic violence and addictions. She is interested in narrative research and also in the fusion of theatre and counselling. She is also an established actor and choreographer and has won various awards in the performing arts. She obtained an ATCL Performing Diploma in Speech and Drama from the Trinity College London. She loves nature, yoga, travel, and mindfulness.

Dance Performance

Stephanie Zammit and the Reality Dance Group. Ms Zammit works in a Year 6 class at Siggiewi Primary school and choreographs dances put up by the school. The Reality Dance Group was formed specifically for the IAC 2016 Conference when educator Ms Stephanie Zammit was approached to participate. Year 6 students were all asked if they wanted to participate and 17 girls came forward. Ms Zammit and these girls prepared these dances during their breaks and after school hours.

Reality. We are a dance group who all attend Siggiewi Primary School. We are 17 girls: Amber, Courtney, Cristabel, Felicie, Jade, Jael, Kate, Kaya, Kelsey, Lucienne, Maria, Martina, Nicole, Shyann, and another Jade. Martina and Nicole are the 'Reality' dancers from Siggiewi. We are not professional dancers but we are a team and "teamwork makes the dream work". Together we learn to listen, solve problems, and to recognize and use our strengths. We do not work individually. It is all about what the team can do as a whole. We motivate each other to grow at every practice and bring out the best in each other. Life itself is a dance and with practice we can move more gracefully as we respond to all the challenges that come our way. Together we enjoy every moment of the journey during rehearsals and appreciate where we are at that moment instead of always focusing on how far we have to go. We hope you will enjoy our performances!!!

Performance 1: '**For a better day**' - When we have problems and feel alone, we look for help but nobody is there. But someone will be there for you....and everything will change and you will feel strong.

Performance 2: '**Waiting for love**' - When there is a will, there is a way and this is beautiful. Love will kill all obstacles.

Musical Interludes

Edward Mifsud is a pianist, composer and music tutor. He is the keyboardist for Twenty-Six Other-Worlds, Chris Grech & Band, Brown Sugar and Dorothy Bezzina. His qualifications include a B.A. (Hons.) in music composition from the University of Malta and an ALCM diploma in pianoforte performance from the London College of Music. Edward currently works as a music teacher at Savio College.

Dorienne Portelli, obtained a Master in Counselling (Melit.), with a primary focus on counselling children and adolescents. She also holds a Magisterium in Scienze della Formazione from an affiliate of the Gregorian University in Italy. Whilst working integratively, she holds a particular interest in psychodynamic technique. Dorienne Portelli studied voice and music technique with both mezzosoprano Marie Therese Vassallo and later with soprano Miriam Cauchi. Dorienne is one of the soloists of the acclaimed Laudate Pueri choir of St George's Basilica, Gozo, and has performed extensively as a soloist at Teatru Astra. Whilst being active in the education sector within the Church, she leads youth organisations and is the coordinator of the Gozo Diocesan Youth Choir.

Performance 1: 'Love Changes Everything' from the musical Aspects of Love, composed by Andrew Lloyd Webber, lyrics by Charles Hart.

Performance 2: Don't Cry for Me Argentina from the musical Evita, written and composed by Andrew Lloyd Webber and Tim Rice.

Mark Pellicano is reading a master in counselling and is an executive board member of and secretary to the Malta Association for the Counselling Profession. Mark has worked in the mental health field as a residential social worker, within the correctional services as an assistant manager and in residential services for children as a home manager.

Song: Gismi (My Body)

Music: Matthew Pellicano

Lyrics: Mark Pellicano

Performed by: Mark Pellicano (guitarist)

Singer: Ecce

Throughout his involvement with Victim Support Malta and Men Against Violence, Mark Pellicano was inspired to write the lyrics of the song 'Gismi'. The song points out issues related to sexual violence and was awarded the Best Song Award and Best Social Theme Award by the national music contest *Ghanja tal- Poplu* in 2015.

Cultural Evening

X-tend

Without a shadow of a doubt, the name X-Tend epitomize the Maltese music scene of the eighties and early nineties. A band that released and published not less than eight albums in span of nine years, hitting the top of the Maltese music charts fifteen times. Given the resources of a small nation like Malta, it was quite an achievement.

Appearing on national T.V on countless occasions, they became an icon of modern Maltese music. Playing in venues like the Ariston, of Sanremo, 'Aspendos' Amphitheatre in Turkey, and the Euro International Festival, in Frankfurt, surely helped their cause in more ways than one. Lifting numerous awards along the way, namely the Best Band in 1987, and the best Album Award, in the Malta Music Awards, for the 9th studio album 'Powerplay'. Their album 'Sbieh il-Milied' is still considered as one the milestones in Maltese music and to this day, one of the best sellers.

After an adventurous ride, X-Tend crowned their career with the release of their eleventh album -"Ahna l-Maltin u Hutna l-Ghawdxin" on Australian soil, last December while touring Maltese communities in Melbourne and Sydney. Time will never stand still, but no one knows what the future holds

Gala Dinner

Ms Deborah Falzon. Flamenco and Locking dance artist - performer, choreographer and teacher; and Transcultural Counsellor. I have performed with professionals in Malta, Spain, UK, and U.S.A, and worked in private, public and community settings with children, youth, men, women and the elderly. My background is in Ballet, Contemporary, Danza Estilizada, Escuela Bolera, Hip hop, Lyrical, Modern Jazz and Regional Spanish. As dance is my way of life, I believe it is my purpose to share it as a means of self-empowerment to live to the full.

Svetlana Silina Floreani is Flamenco, Escuela Bolera, Danza Estilizada Regional Spanish Dance, Ballet and Russian Character dancer, choreographer and teacher. She started her artistic carrier performing classical and character roles with the Moscow State Concert Association touring Russia, Italy, Croatia and Slovenia. After being transferred to Malta, she has performed with local and international world renowned artists. She is currently based in Malta and teaches children, adolescents and adults both locally and in Moscow.

Closing Ceremony

Performance: Walking in Socks

Ms Janet Vella. Movement Mentor, Yoga and Dance Artist and Creative Writer, I am the proud author of Walking in Socks and founder of KORA7. Malta, India and the UK gave my teaching practise a beautiful platform and I have diverted from a long career in Dance to the more therapeutic side of Yoga and Therapy. Breakdowns and breakthroughs have given me the boldest expertise and credentials and also positioned me gracefully in the seat of the healing sector and the mission is to use all that lays behind me to propel individuals towards growth.

Ms Deborah Falzon. Flamenco and Locking dance artist - performer, choreographer and teacher; and Transcultural Counsellor. I have performed with professionals in Malta, Spain, UK, and U.S.A, and worked in private, public and community settings with children, youth, men, women and the elderly. My background is in Ballet, Contemporary, Danza Estilizada, Escuela Bolera, Hip hop, Lyrical, Modern Jazz and Regional Spanish. As dance is my way of life, I believe it is my purpose to share it as a means of self-empowerment to live to the full.



Angele Spiteri Paris is a writer and editor who started her career as a news journalist in Malta. She went on to work in London for almost nine years, before relocating to Malta in 2014. Her love of words and language has been a constant element in all her work.

SOCIAL PROGRAMME

Wednesday 6th July

Valletta Tour

Visit Malta's Capital City, Valletta. The tour will include a private visit to the historic St John's Co-Cathedral. The group will then be accompanied by a guide to St James Cavalier followed by dinner in Valletta.

Friday 8th July

Cultural Evening

The cultural evening will be held in a magnificent setting overlooking the Marsamxett Harbour. It is an evening full of local colour, food and entertainment.

Saturday 9th July

Gala Evening

The Gala Evening will be held at the Dolmen Hotel. This is a popular event and this year it will have a Spanish Theme.

Sunday 10th July

Dinner at Fortress in Xemxija

This relaxed evening on the water's edge will bring the conference to a close.

Monday 6th July

Gozo Trip

This full day will be a discovery of Gozo visiting the oldest free standing temples in the world - Ggantija Temples, The Azure Window, Calypso Cave and Ta'Kola Windmill with time for relaxation and lunch.

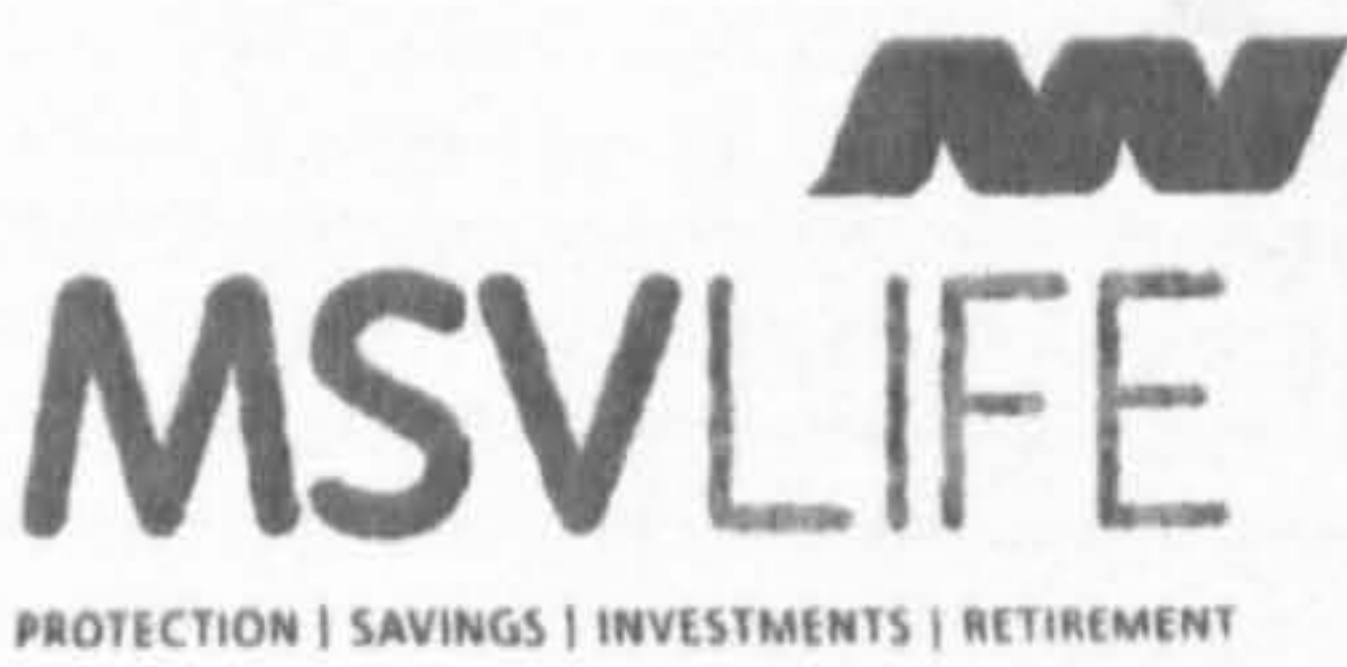
Bookings can be made at the Registration Desk

CONTRIBUTORS

Adele Muscat	muscatadele@gmail.com
Amalia Madihie	mamalia@unimas.my
Amanda Bezzina	caruanamanda@gmail.com
Amanda Hawkins	amanda.hawkins@rnib.org.uk
Amy Camilleri Zahra	amy.camilleri-zahra@um.edu.mt
Anabel Mifsud	amifsud@my.uno.edu
Angela James	ajames4@my.uno.edu
Anita Leeanna Portelli	anita-leeanna.portelli.11@um.edu.mt
Anita Pool	ampoolcounselor@gmail.com
Anna Catania	annacatania39@gmail.com
Barbara J Herlihy	bherlihy@uno.edu
Bart Begalka	bart.begalka@twu.ca
Bill Borgen	william.a.borgen@ubc.ca
Carmel Duca	cduca65@gmail.com
Carmen Galea	carmen.f.galea@gmail.com
Chetcuti Deborah	deborah.chetcuti@um.edu.mt
Christopher Eriksson	theartofhealthyliving@xplornet.ca
Cirecie Olatunji	colatunj@xula.edu
Claire Francica	claire.francica@gmail.com
Coleiro Karl Paul At Mede	karl.paul.coleiro@gov.mt
Courtland Lee	cclee226@gmail.com
Daniel Mercieca	danielmercieca2@gmail.com
David Kaplan	dkaplan@counseling.org
David Paterson	dpaterso@sfu.ca
Deborah Falzon	deborahfalzon89@gmail.com
Dorianne Coleiro	coleyro.dorianne@gmail.com
Dorienne Portelli	dorienneportelli73@gmail.com
Dr Andrew Azzopardi	andrew.azzopardi@um.edu.mt
DTD Group	startconversing@gmail.com
Elena DDV Dragotto	elena.dragotto@gmail.com
Elina Zalkalne	elina.zalkalne@gov.mt
Elisabeth Leembruggen	dr.elisabeth.leembruggen@gmail.com
Emanuele Carbonara	info@claudiamontanari.it
Esnaty Obetile	ebobetile@gmail.com
Fleur Bianco	fleur.bianco@gmail.com
Gerald Corey	geraldcorey@gmail.com
Gillian Proctor	g.m.proctor@leeds.ac.uk
Angela Gordon Stair	angela.gordon@uwimona.edu.jm
Guillermo Hernan Garcia Arias	garciaariasguillermo@gmail.com
Ilhan Yalçyn	ilhayal@yahoo.com
Ishu Ishiyama	ishiyama22@hotmail.com
Jane Frank Nalubega	janecll.nalubega@gmail.com
Janet May	janet.may@wintec.ac.nz
Janet Vella	janet@janetvella.com
Jean Kathleen Wright	jean.wright@um.edu.mt
Jen Rowett	connect@jenrowett.com
Jessica Bertolani	jeiiei74@gmail.com
Joanne Vella	vellajoa@gmail.com
John Prysor-Jones	johnprysor-jones@tiscali.co.uk

John Martin Borg	johnmartinborg@gmail.com
Katie C. Fetzer	kfetzer@my.uno.edu
Keith Pirotta	keithpirotta@gmail.com
Liberato Camilleri	liberato.camilleri@um.edu.mt
Lynne Gabriel	l.gabriel2@yorksj.ac.uk
Asude Malkoc	asudemalkoc@trakya.edu.tr
Manila Franzini	manila.franzini@univr.it
Marco Andreoli	infoaspicgenova@gmail.com
Maria Doublesin	maria.gabriele@gmx.com
Mark Pellicano	markpellicano@gmail.com
Marla Buchanan	marla.buchanan@ubc.ca
Marlene Cauchi	marlene.cauchi@um.edu.mt
Maria Claire Cauchi	cauchimc@gmail.com
Matthew Bartolo	matthew.bartolo@gmail.com
Matthew L. Lyons	mllyons@uno.edu
Matthew Scurfield	scurfield@gmail.com
Maud Muscat	maudmuscat@yahoo.com
Melanie Demarco	melanie.demarco@um.edu.mt
Michelle Zerafa	michellebzerafa@gmail.com
Mifsud Dione	dione.mifsud@um.edu.mt
Miguela Cassar	miguela.dance89@gmail.com
Monica Nicoll	resiliencectc@aol.com
Nathan (Nate) Perron	nate.perron@northwestern.edu
Niamh Donoghue	niamh.donoghue@um.edu.mt
Nicolette Camilleri	nicolcam19@gmail.com
Nicolette Schembri	nicoletteschembri@gmail.com
Nona Wilson	nwilson@family-institute.org
Oyaziwo Aluede	oyaziwoaluede@gmail.com
Patrick Bensen	patrick.bensen@aol.com
Richard Cook	r.cook@bti.ac.nz
Roberta Attard	rotard@hotmail.com
Ron Lehr	ron.lehr@acadiu.ca
Ruth Falzon	ruth.falzon@um.edu.mt
Ryan Portelli	ryan87portelli@gmail.com
Sarah-Kate Hawkins	working4socialchange@gmail.com
Selebaleng Mmapatsi	selebaleng.mmapatsi@mopipi.ub.bw
Sharon Martinelli	sharonmartinelli@yahoo.com
Shepard Blythe	blythe.shepard@uleth.ca
Silvia Galea	silvia.galea@gmail.com
Sofie Bager-Charleson	sofie.bager-charleson@metanoia.ac.uk
Stephen Camilleri	stephen.camilleri.2@ilearn.edu.mt
Sue Webb	sb.webb@extra.co.nz
Suzanne D. Mudge	suzanne.mudge@tamusa.edu
Sylvana Zammit Pulo	salvzam@gmail.com
Tim Bond	timbond2000@icloud.com
Tiziana Ramaci	tiziana.ramaci@gmail.com
Trine Natasja Sindahl	trine.sindahl@psy.ku.dk
Ümüt Arslan	umutarslan@live.com
Valentina Chichiniova	valentina.chichiniova@gmail.com
Vivian Lee	vivianvlee@jhu.edu
William (Bill) Borgen	william.a.borgen@ubc.ca
William (Bill) Nicoll	nicoll@fau.edu

SPONSORS





International Association
for Counselling (IAC)



The Malta Association for the
Counselling Profession (MACP)



UNIVERSITY OF MALTA
L-Università ta' Malta